

# THE UNIVERSITY OF LA VERNE

University of  
**La Verne** | LaFetra College  
of Education

## **Common Standards**

**University of La Verne**  
**February 28, 2019**

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## COMMON STANDARDS

### Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- The *institution* and education *unit* create and articulate a *research-based vision* of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for *California public schools* and the effective implementation of California's adopted standards and curricular frameworks.

#### Effective Leadership

The University of La Verne has been training teachers for over eighty years. The institution was founded to help prepare teachers, ministers and others bound for professions of service. The most recent Mission statement of the University of La Verne, written as a joint effort among administration, faculty and staff, reflects this commitment:

#### The Mission of the University of La Verne

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners, preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

#### Core Values of the University of La Verne

- **Ethical Reasoning:** The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.
- **Diversity and Inclusivity:** The university supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.
- **Lifelong Learning:** The university promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.
- **Civic and Community Engagement:** The university asserts a commitment to improving and enhancing local, regional, and global communities.

<https://laverne.edu/2020-vision/vision-mission/>

## The Mission, Vision, Values and Goals of the LaFetra College of Education

**Mission:** The LaFetra College of Education champions social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders.

**Vision:** The LaFetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.

### Core Dispositions & Values:

- Intellectual & Personal Transformation
- Cultural Agility & Inclusion
- Social-Emotional Learning
- Ethically Courageous Decision-Making
- Facilitation & Collaboration
- Critical Analysis & Inquiry
- Innovative Thinking
- Effective Verbal & Non-Verbal Expression

### Goals:

1. **Student Pathways to Success:** Provide students broad access to high-impact learning, career readiness, and holistic support so that they become influencers in their communities of practice.
2. **Preeminence in Social Equity Focus:** Position the LFCE as a national model in producing social justice advocates and agents of change by infusing culturally relevant pedagogy throughout the curriculum, establishing innovative and inclusive education policies, and disseminating relevant and accessible scholarship
3. **Highly-Engaged Community Partners:** Become the partner of choice for like-minded school districts, social service agencies, donors, nonprofits, and community activists who seek to enhance the pipeline and life-long learning of highly-skilled, scholarly practitioners, education advocates and leaders who advance social equity.
4. **Diverse, Equipped, Energized Faculty & Staff:** Create a social-cultural climate that fosters diversity and re-energizes the spirit of faculty and staff.
5. **Culture of Continuous Improvement:** Promote academic excellence and cutting-edge programming by becoming a learning organization that achieves

ever-higher performance levels through ongoing assessment, reflection, adaptability, evidenced-based decision-making, and alignment of effort and resources with priorities.

Link to: [Faculty Research Expectations](#)

- The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.

The Dean of the LaFetra College of Education is responsible for the ongoing academic oversight of all credential programs offered by the University of La Verne, at the main campus, regional centers and other sites across the state. Program chairs coordinate each credential program offered by the University of La Verne. All program chairs report to the Dean of the LaFetra College of Education.

Faculty of the LFCE take leadership positions in state, national and international professional organizations where they serve as officers, board members and foundation members. Faculty are also known for their expertise in their fields, and are sought out to act as consultants in schools and districts who are looking for guidance in improving their programs.

Each program has an advisory committee that provides input into the direction of programs, institutes, and centers. Advisory committees are comprised of leading practitioners and alumni of programs who advance partnerships between the College and the schools. These professionals have a finger on the pulse of schools and communities, continually providing information about the latest trends and practices. Feedback is offered about the performance of our graduates, and unit and program assessment systems are evaluated for improvement.

Link to: [Stakeholders involved in Organization, Coordination, and Decision Making](#)

- The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.

Each member of the University of La Verne LaFetra College of Education faculty who regularly teaches one or more courses relating to instructional methods for teaching credentials, including Specialist Credentials, or administrative methods in an Administrative Services Credential program, actively participates in public elementary or secondary schools and classrooms at least once every three academic years. Full-time faculty members often meet this requirement in their service as fieldwork supervisors. Others meet this requirement by serving in various volunteer or consulting capacities in local schools. Most adjunct faculty members also work as teachers or administrators in California public schools.

**Update:**

The Multiple/Single Subject credential program has hosted an Advisory Board for the

last two years. It is made up of site-supervisors, principals, and superintendents. Invitations are sent to all site-supervisors and administrators that work with our students throughout the year. I have attached the PowerPoints, sign in sheets and feedback summaries. We provide the Advisory Board data from our final student teaching evaluations. They assist us in evaluating our strengths and needed growth areas based on the data and their own experiences in working with our candidates.

2018 Advisory meeting:

[PowerPoint](#)

[Sign-In](#)

[Feedback](#)

2019 Advisory meeting:

[PowerPoint](#)

[Sign-In](#)

[Feedback](#)

Faculty also serves on local Induction Advisory Boards. We provide updates from Higher Education and our program to help inform their Induction programs. As an example, our Director of Teaching Fieldwork for the Multiple and Single subject credentials is on the Etiwanda Advisory Board and provides informal updates at each meeting and one formal presentation per year.

We have three Professional Development Schools: Solorio Elementary in Etiwanda, Foothill Knolls STEM Academy in Upland and La Verne Science and Technology in Pomona. We collaborate with them in a variety of ways including providing professional development for each other, placing a number of candidates at their sites in collaboration with the principal, regular communication with administration on candidates and programs, and connecting them to other programs we provide. A few examples: working with La Verne Science and Technology to collaborate on the Family Learning Conference every year, providing a workshop on Culturally Responsive Pedagogy at Solorio last spring.

Within the PPS credentials, we have had a School Psychology Program Advisory Committee (SPPAC). We had them 2010-2018. It was composed of full-time faculty, adjunct faculty, student representative (1 or 2), and one community member who was typically an administrator or practicing school psychologist. The advisory board members assisted us by providing consultation regarding program strengths as well as program areas for growth. When the two PPS credentials became a joint program in Fall 2019, the current SPPAC committee was disbanded and the past year has been spent working on reconstituting and renaming the committee so that it will reflect both programs. As such, faculty have been working in recruiting community partners and other professionals to be members of the new advisory committee. It has not yet been named. We have not had a meeting yet. Academic year 2020-2021 will begin our interactions with the advisor committee.

We host our yearly Educational Support Personnel Symposium. We invite professionals from the surrounding districts to take part in the Symposium by providing presentations/workshops to our program students. Via the Symposium we connect with School Counselors, School Psychologists, Special Ed. Teachers, and administrators who come present, and network with our students. We have found that students do engage with the professionals and many Internship opportunities have been borne of this conference.

Link to: [SPAAC Meeting documents](#)  
[PPS Symposium](#)

Link to: [LFCE Faculty – Public School Participation](#)

Link to: [University/District MOU template](#)

Link to: [Signed MOUs](#)

- The *institution* provides the *unit* with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, *professional development/instruction, field based supervision and clinical experiences.*

No additional information is required during the Common Standards submission.

- The *Unit Leadership* has the authority and institutional *support* required to address the needs of all educator preparation programs and considers the interests of each program within the *institution.*

No additional information is required during the Common Standards submission.

- Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and support diversity and excellence.

**Number of Faculty Searches and Hires by Program and Year**

	2016-2017	2017-2018
Administrative Services Preliminary Credential	1	
Mild to Moderate Disabilities Preliminary Credential	1	1
Multiple and Single Subject Teaching Credential	1	2
Pupil Personnel Services, School Counseling Credential		2

Link to: [University Handbook](#)

Link to: [LaFetra College of Education Handbook](#)

Link to: [Annual Growth Plan Process](#)

- *The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.*

All LaFetra College of Education programs pride themselves on producing students who possess both a solid theoretical background and high quality practical skills. For this reason, all faculty, whether full time or adjunct, teaching in any of the credential programs are selected on the basis of a combination of appropriate academic background and excellent professional experience.

Faculty, both full time and adjunct, reflect a very diverse population in terms of culture, ethnic group, and gender. They also reflect broad backgrounds in terms of working with diverse populations in teaching, counseling, or administrative roles, since virtually all faculty, full and adjunct, have their roots in the public school system.

In addition to specific program level-evaluations, the LaFetra College of Education has a college-level peer observation process and evaluations forms for all full-time and adjunct faculty.

Link to: [LFCE Peer Review Observation Purpose and Instructions](#)

Link to: [LFCE Teaching Observation and Feedback Report - long form](#)

Link to: [LFCE Teaching Observation and Feedback Report - Adjunct form](#)

#### **Administrative Services Preliminary Credential, Including Internship**

- [Faculty Recruitment](#)
- [Adjunct Requirements](#)
- [Site Supervisor Handbook](#)

#### **Administrative Services Professional Credential, Clear Induction**

- [Executive Coaching Requirements](#)
- Executive Coach Training:  
Executive Coaches receive participate in online, asynchronous training to ensure that they provide support consistent with the program mission and vision. New coaches are required to participate in online, asynchronous training modules with check-in points during the course and upon completion. Training modules can be accessed at the La Verne Blackboard page.



In addition, Executive Coaches participate in training through face-to-face meetings (twice yearly), online discussions (once per year), and individual training with the program chair (as needed).

Executive coaches are directed to meet with candidates for a minimum of 20 hours per semester, typically completed in eight visits of 2-3 hours. These hours are verified by coaching logs, which are returned to the program chairperson at the end of the semester for verification and payment of coaches.

### **Mild to Moderate Disabilities Preliminary Credential, Including Internship**

- [Faculty Recruitment](#)
- [Adjunct Requirements](#)
- [Veteran Practitioner Training Material](#)

### **Multiple and Single Subject Teaching Credential, Including Internship**

- [Faculty Recruitment](#)
- [Adjunct Requirements](#)
- [Supervisor Training 2017](#)
- [Supervisor Training 2018 Section 1](#)
- [Supervisor Training 2018 Section 2](#)

### **Pupil Personnel Services, School Counseling Credential, Including Internship**

- [Faculty Recruitment](#)
- [Adjunct Requirements](#)
- [Veteran Practitioner Training Material](#)
- [Summative Evaluation of the On-site Supervisor by Counselor Trainee](#)

### **Pupil Personnel Services, School Psychology Credential, Including Internship**

- [Faculty Recruitment](#)
- [Adjunct Requirements](#)
- [Site Supervisor Handbook](#)
- [Summative Evaluation of the On-site Supervisor by Counselor Trainee](#)

- The education *unit* monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### **Administrative Services Professional Credential, Clear Induction**

Formative and summative assessments guide each candidate to progress toward mastery of the CPSEL standards. The following criteria are considered for the credential recommendation:

1. Individualized Induction Plans (year one and two) - developed using self-assessment and CPSEL Descriptions of Practice, candidate must show growth along DOP continuum in each area.
2. Successful completion of Professional Learning courses

3. Recommendation of executive coach and district mentor (based on CPSEs)
4. End of program self-assessment

[Progress Monitoring Document](#)

### **Pupil Personnel Services, School Counseling Credential, Including Internship**

Students will receive an IP (in progress) at the end of the semester/term. Once finished at a site, paperwork should be submitted within 2 weeks of completing site 200 hours. After the end of the semester/term, students that have completed 200 hours and have not submitted paperwork may receive a NCR for the class.

- The Credential Analyst will make sure registrations are completed during the current registration period; send a list of students that didn't complete required registrations to the Fieldwork Director by the end of the first week of each new term.
- Fieldwork Director & Program Director will be notified when students request a CE (continuous enrollment) to extend their enrollment beyond the original one year registration time frame for IP (in progress) grades.
- Once credit for all credential coursework has posted the credential analyst may recommend the candidate for the PPS credential.

[Progress Monitoring Document](#)

### **Administrative Services Preliminary Credential, Including Internship**

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that preliminary administrative credential candidates meet all legal requirements prior to receiving a recommendation for the credential. The Credential Analyst's Preliminary Administrative Services Credential Evaluation [form](#).

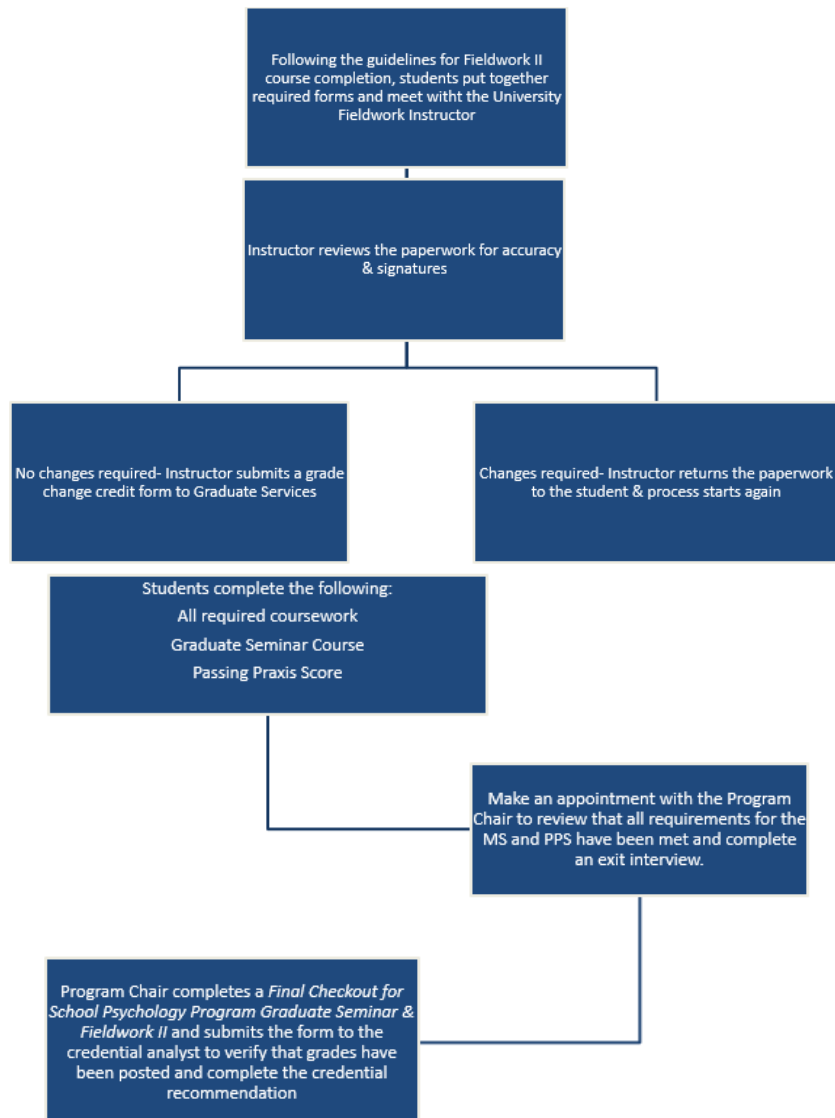
### **Reading Program**

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that Reading and Language Arts Specialist program candidates meet all legal requirements prior to receiving a recommendation for the credential.

The verification is conducted through Course Program Evaluation report completed by the University Registrar, verification of employment, and a letter certifying program completion signed by the program chair.

[Reading Course Program Evaluation](#)  
[Reading Completion Letter](#)

## Pupil Personnel Services, School Psychology Credential, Including Internship



Once credit for all credential coursework has posted the credential analyst may recommend the candidate for the PPS credential.

[Candidate Progress Monitoring Document](#)

## Mild to Moderate Disabilities Preliminary Credential, Including Internship

The Credential Analyst secures candidates file, reviews transcript and then confers with the Internship coordinator for Internships, or the Student Teacher Coordinator for culminating Student Teaching to confirm that the analyst's assessment is correct. Once they confer the program chairperson is notified that a recommendation for credentialing is in order or is not in order.

[Candidate Progress Monitoring Document](#)

### **Multiple and Single Subject Teaching Credential, Including Internship**

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that multiple and single subject program candidates meet all legal requirements prior to receiving a recommendation for the credential.

[Candidate Progress Monitoring Document](#)

### **California Teacher of English Learners (CTEL)**

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that multiple and single subject program candidates meet all legal requirements prior to receiving a recommendation for the credential.

[Candidate Progress Monitoring Document](#)

## **Standard 2: Candidate Recruitment and Support**

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

- The education *unit* accepts applicants for its educator preparation *programs* based on clear criteria that include *multiple measures* of candidate qualifications.

### **Credential Program Handbooks and Websites**

Administrative Services Preliminary Credential, Including Internship

[Website](#)

[Admission Requirements](#) (Note: On the website, admission requirements appear on the right column's view)

Administrative Services Professional Credential, Clear Induction

[Website](#)

[Admission Requirements](#) (Note: On the website, admission requirements appear on the right column's view)

Mild to Moderate Disabilities Preliminary Credential, Including Internship

[Website](#)

[Admission Requirements](#) (Note: On the website, admission requirements appear on the right column's view)

[Clinical Practice Handbook/Manual](#)

Multiple and Single Subject Teaching Credential, Including Internship

[Website](#)

[Multiple Subject Admission Requirements](#)

[Single Subject Admission Requirements](#)

(Note: On the website, admission requirements appear on the right column's view)

[Clinical Practice Handbook/Manual](#)

Pupil Personnel Services, School Counseling Credential, Including Internship

[Website](#)

[Admission Requirements](#) (Note: On the website, the admission requirements appear in the right column reader's view)

[Clinical Practice Handbook/Manual](#)

Pupil Personnel Services, School Psychology Credential, Including Internship

[Website](#)

[Admission Requirements](#) (Note: On the website, the admission requirements appear in the right column reader's view)

[Clinical Practice Handbook/Manual](#)

- The education *unit* purposefully recruits and admits candidates to diversify the educator pool in California and provides the *support*, advice, and assistance to promote their successful entry and retention in the profession.

Advisement and assistance for each candidate are provided in a variety of ways.

- Candidates have access to the program specific admission and completion requirements on the: [LaFetra College of Education website](#)
- Candidates are supported through the admission process by Associate Director of Graduate Admissions. The admission personnel are assigned specific programs and trained to support the candidates through the admission process.
- Each program has a chair who meets with incoming candidates, advises and counsels students within their programs.
- All full-time faculty have teaching responsibilities within that program, as well as a required number of office hours in order to be accessible to full time working professionals. There is opportunity for candidate contact before and after classes, in addition to scheduled appointments during regular office hours. Candidates can schedule advising appointments via an online system (Acuity). They can also verify program progress and course planning via Degree Works.
- Each program has a fieldwork specialist for supporting candidates, fieldwork placement, and verifying fieldwork completion.
- Credential analyst/academic advisors provide academic counseling to candidates.

Efforts are made by all programs to recruit candidates who reflect the diversity of the populations of the surrounding school districts, and to a great degree those efforts have been successful.

Link to: [Ethnicity of Program Candidates](#)

- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.

No additional information is required during the Common Standards submission.

- Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate *support* efforts. A clearly defined process is in place to identify and *support* candidates who need additional assistance to meet competencies.

No additional information is required during the Common Standards submission.

### **Standard 3: Course of Study, Fieldwork and Clinical Practice**

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards.

The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek.

The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel, site-based supervisors* and school sites, as appropriate to the *program*.

- Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and *student* learning.

No additional information is required during the Common Standards submission.

- *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.

No additional information is required during the Common Standards submission.

- The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.

No additional information is required during the Common Standards submission.

- *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.

No additional information is required during the Common Standards submission.

- All *programs* effectively implement and *evaluate* fieldwork and clinical practice.

No additional information is required during the Common Standards submission.

- For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of *students* identified in the *program* standards.

No additional information is required during the Common Standards submission.

#### **Standard 4 – Continuous Improvement**

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings.

- The education *unit* and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and *support* services for candidates.

Link to: [Graphic Depiction of the Unit Assessment System; Including Roles and Responsibilities of Personnel in the Unit and Programs](#)

- Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.

Link to: [Annotated List of Unit and Program Data Sources](#)

Link to: [CTC Program Completer Survey: Multiple Subject Credential](#)

[CTC Program Completer Survey: Single Subject Credential](#)

[CTC Program Completer Survey: Preliminary Educational Specialist Credential](#)

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

#### **Update:**

The University of La Verne LaFetra College of Education (LFCE) has developed a unit-wide assessment plan designed to ensure that its graduates achieve excellence in their respective fields and that programs use data for continual improvement. This plan appraises candidates' likelihood of academic success and overall program quality four

times during the program and emphasizes five key competency areas. Each program in the education unit has identified specific assessments that align with these five competency areas.

- [Multiple and Single Subject Credentials](#)
- [Educational Specialist Mild Moderate Preliminary Credential](#)
- [PPS School Counseling Credential](#)
- [Preliminary Administrative Services Credential](#)

Credential programs provide information on candidate performance in the key assessment areas and on program effectiveness using candidate performance and feedback [from program completers and their employers](#). These reports emphasize data analysis, resulting actions taken, and applicability with state standards. Program assessment documents reflect up-to-date information on each program's alignment with state standards, including course syllabi included in the individual [program reviews](#).

#### Assessment of the Unit

The LaFetra College of Education distinguishes between program and unit quality. At the program level, faculty members emphasize candidate knowledge, skills and dispositions and program operations. They consider standardized assessments, reviews of transcripts, performance-based rubrics, dispositions evaluation forms, fieldwork performance documents, etc. They also review candidate and employer feedback in end-of-program, graduate and employer questionnaires. Each program has a professional advisory committee that reviews the program and assessment system to offer input regarding reliability, validity and fairness. At the unit level, faculty use program and unit data to appraise the college's sense of unity, solidarity of purpose, and collegiality. Faculty, advisory groups, and other committees evaluate the unit's ongoing adherence to the college and university mission, vision and philosophy. The unit evaluation system also ensures that adequate resources are allocated across programs and from campus to campus.

#### Specific Requirements for Retention In and Exit From the Program

Candidates in education programs must meet specific admission, retention ([main campus](#) & [regional campuses](#)), and exit standards. These requirements vary from program to program depending upon state expectations, but some examples include California Basic Education Skills Test (CBEST) scores, interviews, statements of purpose, California Subject Examinations for Teachers (CSET) scores, Teacher Performance Assessments (TPA) scores, grade point averages, successful completion of particular courses, meeting the unit's dispositions, and appropriate evaluations from university supervisors and cooperating teachers. Candidates' performances are formally evaluated at each transition point and at any time that concerns arise in the classroom or in the field.

Assessments are developed with input and feedback from advisory committees, professional organizations, full and part time faculty members, university supervisors, master teachers and educators, and the candidates themselves. Additionally faculty



developed rubric based evaluation methods for all of the assessments. Some of the key assessments include course requirements, field experience evaluations, performance assessments, and portfolio rubrics. Program chairs routinely consult with program faculty to identify sources of feedback for updating assessments and evaluations.

The feedback from advisory committees, faculty meetings, professionals in the field and candidates has increased the ability for programs to factor inter-rater reliability. A model of inter-rater reliability used by the teacher education programs incorporates the California Teacher Performance Assessments (TPAs), which includes mandatory calibration activities that are monitored by the State of California. The Teacher Education Programs' use of TaskStream to facilitate the process has been a model for other programs in the unit. The unit uses TaskStream for its key assessment on-line data collection system and will be implementing a system for mid-term student evaluations in Fall 2019, that will allow the unit level administrators the ability to offer student support, course level and program level feedback in more timely manner throughout each term.

### **Standard 5 – Program Impact**

- The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

No additional information is required during the Common Standards submission.

- The *unit* and its *programs* evaluate and demonstrate that they are having a *positive impact* on candidate learning and competence and on *teaching and learning* in schools that serve California's *students*.

The unit and its programs review candidate data on an annual basis focusing on both candidate competency and readiness for the teaching profession (based on performance and feedback from program completers and their employers).

#### **Update:**

##### Multiple and Single Subject Credentials

To measure program impact, we rely on the CTC completer surveys which consistently show that our program either exceeds or is closely on pace with program satisfaction and aligns with our state requirements.

- [Multiple Subject Prelim Survey](#)
- [Single Subject Prelim Survey](#)

We also utilize the written feedback from our fieldwork coordinators to measure preparation.

We realize that a systematic and validated approach to understanding the satisfaction of our employers needs further attention and we are developing a plan of action in this regard.

Until then, we rely on our [employer data](#) which is derived from state-wide data and peer institutional comparisons, we consistently rated in the top 78-95% in preparation across all domains.

#### Educational Specialist Mild Moderate Preliminary Credential

To measure program impact, we rely on our state level comparative program [completer surveys](#) which consistently show that our program is rated slightly lower than state-wide averages. For example, we rate at 3.33 for both overall preparation as an educational specialist and preparation of tools needed to be an effective educational specialist. The state-wide ratings were 3.45 and 3.41 respectively. Given that our n was 12, and we continue to education cohort sizes within this range, it's possible to make large gains in our training by thinking through how we can continue to customize our student support and growth.

Our retention data for Special Education appears to be lower than our university wide averages for graduate level work retention ([main campus](#) & [regional campuses](#)). A deeper dive into that data suggests that this is explained by the creation of a more individualized program of study that meets state requirements, but is better paced to meet the needs of our adult learners, especially at our regional campuses. So quality standards are being met, but at a more customized pace. As we move forward in our program updates, we will pay closer attention to how we can increase our retention rates without compromising the support of our individual students in meeting their degree goals.

We realize and are eager to develop a more systematic and validated approach to understanding the satisfaction of our employers needs further attention and we are developing a plan of action in this. Until then, we rely on our [employer data](#) which is derived from state-wide data and peer institutional comparisons, we consistently rated in the top 78-95% in preparation across all domains.

#### Pupil Personnel Services Credential

Within the Educational Counseling program, stakeholder input is gathered from candidates, adjunct practitioner instructors and through field-based practitioner evaluations. Candidates, as stakeholders provide feedback via Student Course Evaluations and Annual Program Evaluations. Both are anonymous surveys administered via university email. Adjunct Practitioners/Instructors provide annual feedback to the program through participation in the annual Faculty/Adjunct Engagement day.

Feedback on Candidate performance during fieldwork is gathered from Site and University Supervisors through the Summative Evaluation of the School Counselor Trainee by the On-Site Supervisor and the Summative Evaluation of the School

Counselor Trainee by the University Supervisor. District school site level feedback is collected via direct engagement with the Fieldwork Director who supports partnerships and conducts multiple face- 3 to-face or teleconference meetings during the fall and spring semesters.

At the conclusion of the program all Candidate completers receive an anonymous survey via e-mail. The survey provides the program with insight into advisement, the strengths and weaknesses of program courses, and overall satisfaction with the program. Though this survey is not validated externally, it is based on the current PPS standards. Student report between 85%-95% confidence in their training at the end of program for each standard. Identified areas of improvement include more support related to assessment and the use of technology.

We realize and are eager to develop a more systematic and validated approach to understanding the satisfaction of our employers needs further attention and we are developing a plan of action in this.

#### Preliminary Administrative Credential

Within the Preliminary Administrative Credential program, we are building our structure for stakeholder input and plan to begin with the holistic approach used by our colleagues in the Pupil Personnel Service Credential program. This means that feedback will be gathered from candidates, adjunct practitioner instructors and through field-based practitioner evaluations. Candidates, as stakeholders will provide feedback via Student Course Evaluations and Annual Program Evaluations. Both are anonymous surveys administered via university email. Adjunct Practitioners/Instructors will provide annual feedback to the program as well.

Feedback on Candidate performance during fieldwork will be consistently gathered from Site and University Supervisors through the Summative Evaluations.

At the conclusion of the program all Candidate completers within the LaFetra College of Education will receive an anonymous survey via e-mail. The survey provides the program with insight into advisement, the strengths and weaknesses of program courses, and overall satisfaction with the program. Though this survey is not validated externally, it will be based on the current standards.

We realize and are eager to develop a more systematic and validated approach to understanding the satisfaction of our employers needs further attention and we are developing a plan of action in this.

Link to: [CTC Program Completer Survey Results: Program Impact](#)

**Standard 1.2 Stakeholders involved in Organization, Coordination, and Decision Making**

Committee/Role	Meeting Schedule	Members (Name)	Members (Title/Job Description)
LFCE Program Chairs Meeting: Policy decisions, ongoing operations of the Unit and Programs	Twice Monthly		
Administrative Services Credential			
<p><b>Preliminary Administrative Credential:</b> We continuously seek stakeholder input through various means. The program has traditionally employed an advisory council. However, this feedback method was not providing meaningful data to drive the continuous improvement that was sought. The existing council did not include participants from schools and districts that are currently involved in the program. Furthermore, the group affirmed information that was shared, but rarely provided meaningful direction for improvement. For these reasons, alternative methods have been sought to collect feedback. The advisory committee is being re-envisioned to include stakeholders that accurately represent the diverse candidates within the program. In addition, the work site of each preliminary candidate is visited by the program chairperson, providing a direct line for feedback from each employing district.</p>			
<p><b>Clear Administrative Credential:</b> We continuously seek stakeholder input through various means. The program has traditionally employed an advisory council. However, this feedback method was not providing meaningful data to drive the continuous improvement that was sought. The existing council did not include participants from schools and districts that are currently involved in the program. Furthermore, the group affirmed information that was shared, but rarely provided meaningful direction for improvement. For these reasons, alternative methods have been sought to collect feedback. The advisory committee is being re-envisioned to include stakeholders that accurately represent the diverse candidates within the program. Because coaching is job-embedded, coaches visit the candidates at their job sites and regularly interact with school district personnel to solicit program feedback.</p>			
Fieldwork/ Supervision	Monthly	Jaymi Abusham	Program Chair
Pomona Induction Council/ Advisory	Quarterly	Jaymi Abusham	Program Chair
La Verne/ San Dimas Chamber- Bonita Unified	Annually	Jaymi Abusham	Program Chair
Education Law Association/ Professional Development	Annually	Jaymi Abusham	Program Chair
Department of Teacher Education Advisory Council (Multiple and Single Subject)	Annually	Chris Braunstein Israel Calderon, Teacher Momi Garcia, Teacher June Hayes, Teacher Joanne Jenkins Nancy Kelly, Superintendent Johnny Reyes, Teacher Gerardo Rosette, Teacher Michelle Wavering, Principal Sylvia Whitlock, Principal	
Mild to Moderate Disabilities Preliminary Credential			
Fieldwork/ Supervision	Monthly	Patricia Taylor	Program Chair

Kern Induction Collaborative/ Advisory	Monthly	Jaymi Abusham	Program Chair
Pupil Personnel Services, School Psychology Advisory Council	Annually	Veronica Escoffery-Runnels	Program Chair
<p>We continuously seek stakeholder input through various means. The program has traditionally employed an advisory council. However, this feedback method was not providing meaningful data to drive the continuous improvement that was sought. The advisory committee is being re-envisioned to include stakeholders that accurately represent the diverse candidates for both PPS programs. In addition, the work site of each preliminary candidate is visited by the program chairperson, providing a direct line for feedback from each employing district.</p>			

**Standard 1.3a LFCE Faculty – Public School Participation**

<b>Faculty Member</b>	<b>Type of Public-School Participation</b>
Abusham, Jaymi	Professional Development, Supervision
Allen, Jacquelyn (Jackie)	Supervision
Bechard, Amber	Professional Development, Supervision
Beltran, Valerie	Consulting, Professional Development, Supervision
Bracho, Christian	Professional Development
Collins, Mary	Supervision
Decker, Jessica	Professional Development, Strategic Planning, Supervision
Dieu, Kim	Supervision
Elderson, Kathrine (Kathy)	Professional Development, Supervision
Elliott, Niki	Professional Development
Escoffery-Runnels, Veronica	Supervision
Flemington, Anita	Advisory, Professional Development
George-Williams, Gyasmine	Supervision
Ibarra, Laura	Supervision
Lovelace, Everett	Supervision
Mac, Sylvia	Professional Development, Supervision
MacAuley, Monica	Supervision
Madhuri, Marga	Supervision
Marinoble, Rita	Supervision
Matamala, Shana	Advisory, Supervision
Mayer, Lanney	Advisory, Supervision
Mitchell, Kimberly	Supervision
Montes, Adonay	Professional Development, Supervision
Perry, David	Supervision
Saldana, Justiniano (Justin)	Advisory, Supervision
Schroeder, Laurel (Laurie)	Professional Development
Springer, Joy	Supervision
Stachowiak, Bettye	Advisory, Supervision
Stiler, Gary	Advisory, Supervision
Taylor, Patricia (Pat)	Professional Development
Trotter, Janet	Supervision
Walker, Nancy	Supervision
Woessner, Michael	Advisory, Supervision

**Standard 1.3b University/District Fieldwork Agreement**

**University of La Verne  
LaFetra College of Education**

**Undergraduate Level Programs**

**Liberal Studies  
Child Development**

**Graduate Level Programs**

**Multiple Subject and Single Subject Credential Candidates  
Multiple and Single Subjects Intern Credential Candidates  
Educational Specialist: Mild/Moderate Preliminary Credential Candidates  
Educational Specialist: Mild/Moderate Preliminary Intern Credential Candidates  
School Counseling Credential Candidates  
School Counseling Intern Credential Candidates  
School Psychology Credential Candidates  
School Psychology Intern Credential Candidates  
Administrative Services Credential Candidates  
Administrative Services Intern Credential Candidates**

**THIS AGREEMENT** entered into this \_\_\_\_\_ with \_\_\_\_\_ and between the University of La Verne through the Provost of the University of La Verne on behalf of the Board of Trustees hereinafter called the University and, hereafter called the District, referred to in the collective as the Parties.

**WITNESSETH**

**WHEREAS**, the University is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council of Accreditation for Teacher Education (NCATE) as a credential granting institution and desires to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate programs: Liberal Studies and Child Development programs and graduate programs: Multiple and Single Subject Teacher Education program, Educational Specialist program, School Counseling program, School Psychology program, and Administrative Services program curricula; and

**WHEREAS**, District agrees to allow University's students to gain the necessary fieldwork, practicum, and teaching, counseling, psychology, and administrative services experiences by interacting with and observing, assessing/assessment of students and teachers, counselors, psychologists, and administrators and teaching classes and working with students at its schools; and

**WHEREAS**, the Parties agree to provide for the payment in money for multiple and single subject candidates and educational specialist candidates or in services for school counseling, school psychology, administrative services, and the liberal studies and child development undergraduate programs, for the services rendered by the District of an amount not to exceed the actual cost to

the District of the services rendered; and

**WHEREAS**, it has been determined between the Parties hereto that the payments for multiple and single subject candidates and educational specialist candidates be made to the District under this agreement do not exceed the actual cost of the District of the services rendered by the District and that there is an understanding that the University does not provide stipends to the District for the school counseling, school psychology, administrative services, and the liberal studies and child development programs;

**NOW, THEREFORE**, it is mutually agreed between the Parties hereto as follows:

1. The District shall provide experiences through multiple and single subject and educational specialist fieldwork and directed teaching, school counseling, school psychology, and administrative services practicum experiences and fieldwork, and fieldwork experiences in liberal studies, and fieldwork and supervised teaching experiences in child development in schools and classes of the District for students of the University qualified for such assignments and assigned by the University to multiple and single subject and educational specialist candidates fieldwork and directed teaching, school counseling, school psychology, and administrative services practicum experiences, and/or fieldwork, and field work in the liberal studies program, and fieldwork and supervised teaching in child development in schools or classes of the District, and under the direct supervision and instruction of such credentialed employees of the District, as the district and the University, through their duly authorized representatives, may agree upon.

Directed teaching for multiple and single subject credential candidates shall be deemed to include all supervised student teaching in the University's two supervised teaching courses,

Educational Specialist Level I: Mild/Moderate credential candidates complete a minimum of 40 hours in a general education classroom setting and a ten-week supervised teaching experience over a fifteen-week semester in SPED 409: Supervised teaching in the fall and spring semesters.

School Counseling and School Psychology programs require practicum experiences and fieldwork experiences that must be completed under the supervision of a credentialed District employee to meet the required number of practicum hours. Administrative Services program requires fieldwork experiences only.

At the undergraduate level, fieldwork experiences are required for the Liberal Studies program and the Child Development program.

The Child Development program also requires a supervised teaching experience in EDUC 454: Early Childhood Student Teaching.

Fieldwork experiences are completed as part of the curricula requirements in both the undergraduate level for the bachelor's degree requirements and the graduate level credential programs. These fieldwork experiences are hourly based and require the undergraduate candidates and graduate credential candidates to complete the requirements in appropriate districts and school classes.

## **Intern Programs**



The University of La Verne College of Education and Organizational Leadership offers Internship Programs in Multiple and Single Subject Teaching, Educational Specialist Mild/Moderate Level I, School Counseling, School Psychology, and Administrative Services for qualified students. These internship programs provide a process whereby selected, qualified individuals may be employed as multiple and single subject teachers, education specialist teachers, counselors, psychologists, and school administrators in participating public schools and concurrently meet the University of La Verne's requirements in professional education. These internship requirements are consistent with the current multiple and single subject teaching, educational specialist teaching, counseling, psychology, and administrative services credential programs.

Under this contract, the District shall provide intern experiences for multiple and single subject credential program, educational specialist program, school counseling program, school psychology program, and the administrative services program.

Full explanation of the University's undergraduate and graduate programs can be found in: **Exhibit A**

Intern Programs Eligibility can be found in: **Exhibit B**

Intern Programs Agreement can be found in: **Exhibit C**

Prior to any University student entering a District or school-site to complete fieldwork, practicum, or supervised teaching, he/she must have TB clearance and be cleared by the state with either a Certificate of Clearance or other form of DOJ clearance.

The District may, in its sole discretion, refuse to accept for directed teaching, practicum, or fieldwork, any student of the University assigned in the district. Upon request of the District, the University shall terminate the directed teaching, practicum, or fieldwork assignment of any student of the University in the District.

Multiple and single subject and educational specialist and liberal studies and child development directed teaching and fieldwork students, and students completing practicum and fieldwork experiences in school counseling, school psychology, and administrative services programs as used herein and elsewhere in this agreement mean active participation in the duties and function of classroom teaching, school counseling, school psychology, and administrative services practicum, and fieldwork experiences under the direct supervision and instruction of employees of the District holding a valid credential, with a minimum of three years of exemplary experience as a classroom teacher, school counselor, school psychologist, or site administrator, issued by the California Commission on Teacher Credentialing.

2. In the multiple and single subject and educational specialist programs, the University will pay the District directly for the performance by the District of all services required to be performed by the District under this agreement. There is no payment provision for the University's fieldwork assignments that must be completed in the University's coursework or for the school counseling, school psychology, and administrative services programs or the undergraduate programs, liberal studies and child development.

The number of semester units of directed teaching or fieldwork to be provided for each student of the University assigned to directed teaching, practicum, or fieldwork under this agreement shall be determined by the University.

3. An assignment of a student of the University to directed teaching, practicum, or fieldwork in schools or classes of the District shall be at the discretion of the University. A student may be given more than one assignment by the University for placement in directed teaching, practicum or fieldwork experiences in such schools or classes. The assignment of a student of the University to directed teaching, practicum, or fieldwork in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment letter or other document given him/her by the University effecting such assignments, but not earlier than the date of such assignments as shown on such letter or other document.  
In the event the assignment of a multiple subject, single subject, or educational specialist student of the University to directed teaching, practicum or fieldwork is terminated by the University or the District for any reason, the District shall receive payment on account of such student as though there had been no termination of the assignment, except that if such assignment is terminated before half the term of the assignment is completed, the District shall receive payment for an assignment for one-half services only. There is no payment for students in the school counseling, school psychology, administrative services, or liberal studies and child development programs.
4. Within a reasonable time following the close of each semester of the University the District shall submit an invoice, in duplicate, to the University for payment at the rate provided herein, for all students who participated in directed teaching in the multiple and single subject programs and the education specialist program provided by the District under and in accordance with this Agreement during said semester or term.

The District shall attach to the invoice a certificate, in duplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such directed teaching an amount not less than the amount of the invoice.

#### **2042 Multiple and Single Subject Credential Program Educational Specialist Credential Program**

ED 468: Introductory Supervised Teaching - \$100.00 per student teaching assignment for each student in full-day introductory directed teaching.

ED 478 and SPED 409: Advanced Supervised Teaching - \$200.00 per student teaching assignment for each student in full-day directed teaching.

ED 467: Intern Teaching: Multiple and Single Subjects and SPED 459: Intern Teaching Educational Specialist school-site support providers receive a stipend of \$200 for each semester they have an intern.

#### **Child Development: Liberal Studies: School Counseling: School Psychology: Administrative Services**

The university does not pay a stipend to school-site supervisors for these programs.

5. The term of the agreement shall commence on the \_\_\_\_\_. This

agreement may be terminated by either District or University immediately for cause upon giving written notice to the other party. If not terminated, this contract will remain in effect until either the District or the University requests to alter the existing contract or write a new contract.

6. Notwithstanding anything herein contained to the contrary, this Agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual written consent of both parties hereto.
7. Notwithstanding any other provisions of this agreement, the University shall not be obligated by this agreement to pay the District any amount in excess of a total of Two Hundred (\$200.00) for ED 478 and SPED 409 or One Hundred (\$100.00) per student for ED 468, or Two Hundred (\$200) per student for ED 467 and SPED 459.
8. Parties agree District is not responsible for maintaining workers' compensation coverage for students of the University.

**INDEMNIFICATION:** The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents, servants and employees, of and from any and all liability, claims, demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys' fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this agreement by such indemnifying party, or its officers, agents, servants and employees, but only in proportion to and to the extent such liability, claims demands, debts, suits, actions, causes of action, or attorneys' fees are caused by or result from the negligent or intentional acts of omissions of either party.

UNIVERSITY shall carry and maintain at least \$1,000,000 per occurrence and \$3,000,000 in General Aggregate commercial general liability insurance and provide DISTRICT with an additional covered party endorsement naming the DISTRICT as an additional covered party. Copies of renewal notices during the term of this contract must be provided to the DISTRICT within thirty (30) days to keep the contract in force. If the UNIVERSITY changes insurance carriers, DISTRICT must be notified thirty (30) days prior to change.

For purposes of this paragraph, the student teacher shall not be deemed to be an officer, agent, servant, or employee of **UNIVERSITY OF LA VERNE** or \_\_\_\_\_.

The following signature hereby indicates approval of this contract:

**University of La Verne**  
UNIVERSITY

\_\_\_\_\_  
DISTRICT

By \_\_\_\_\_

By \_\_\_\_\_

Dr. Jonathan Reed  
Provost

\_\_\_\_\_  
TITLE

### CERTIFICATION

I, the duly appointed and acting Secretary to the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of

the regular meeting of said Board held on \_\_\_\_\_, 2018.

It was moved, seconded and carried that the attached contract with \_\_\_\_\_ whereby the University may assign students to the schools in the School District for multiple and single subject and educational specialist internship, directed teaching and/or fieldwork, school counseling and school psychology internship, practicum and/or fieldwork, and administrative services internship and fieldwork be approved; and the Secretary to the Board is hereby authorized to execute the same.

\_\_\_\_\_  
DISTRICT

\_\_\_\_\_  
COUNTY

\_\_\_\_\_  
BY

\_\_\_\_\_  
TITLE

## **EXHIBIT A**

### **Program Descriptions**

#### **Fieldwork Experiences**

The University of La Verne requires fieldwork experiences for students at both the undergraduate and graduate levels.

#### **UNDERGRADUATE LEVEL PROGRAMS**

##### **Liberal Studies Program Child Development Program**

#### **Fieldwork Experiences**

At the undergraduate level, the University seeks to place students in fieldwork experiences where each student can observe and interact with regularly certified or credentialed teachers.

These fieldwork experiences may or may not be observed by the University's instructors and may involve observations and small group instruction with limited whole class involvement.

These fieldwork experiences are totally different from the fieldwork experiences required for the graduate programs. These experiences are not graduate level supervised teaching assignments and undergraduate students do not have to meet the same requirements as the graduate students.

Each undergraduate student must hold a State of California Certificate of Clearance (Liberal Studies) or State of California Department of Justice Bureau of Criminal Information and Analysis (Child Development Program) allowing him/her to engage with children in a public or private school setting and a verification of negative TB screening.

Each undergraduate candidate will be issued a letter of introduction listing the requirements of the fieldwork experience to be presented to the school-site and/or the District to request fieldwork placement.

These undergraduate experiences are designated as "Field Study Candidates."

At the undergraduate level, the University seeks to place two classifications of field- work students: 1) Field Study Candidates and 2) Undergraduate Student Teaching Candidates.

#### **Field Study Candidates**

Field Study Candidates can observe and interact with regularly certified or credentialed teachers. At this level, students may or may not be supervised by the University's instructors and the experience may involve observations and small group instruction with limited whole class involvement.

#### **Undergraduate Student Teaching Candidates**

Undergraduate Student Teaching is a requirement of the Child Development Program. Requirements for this program are completely different from the supervised teaching assignments that must be completed at the graduate and credential level. At this level, students are supervised by the University on a weekly basis. The University works solely with the cooperating school or school district to request placement with a certified or credentialed school-site supervisor for each supervised student teacher.

## **GRADUATE LEVEL PROGRAMS**

**Teacher Education: Multiple and Single Subject Credential Program**  
**Educational Specialist Credential Program**  
**School Counseling Credential Program**  
**School Psychology Credential Program**  
**School Administration Credentials Program**  
**Level I Administrative Credential Program**  
**Level II Administrative Credential Program**

Graduate level students are placed in participating districts and schools for the purpose of meeting individual course work requirements for field experiences relating to the individual course or for supervised teaching or practicum experiences.

Supervised teaching is a requirement of the Teacher Education and Educational Specialist Credential programs.

Practicum and fieldwork experiences are requirements of the School Counseling and School Psychology programs.

The Administrative Credential program requires fieldwork experiences only.

## **TEACHER EDUCATION: MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAMS**

### **Fieldwork Requirements**

Teacher education programs require fieldwork experiences in classrooms that are not supervised by the University, but are approved by the course instructor, and the placements must be approved by the individual school-sites and districts.

Each individual candidate will arrange cooperatively with the school-site administrator and/or the district for his/her own fieldwork placement and will present a letter of introduction from the course instructor, in which the fieldwork experience is required, outlining the requirements for the fieldwork assignment.

Each candidate seeking a fieldwork placement holds a Certificate of Clearance and a clear TB verification, has passed, or is completing, the University's writing requirement, and has passed or is completing the CBEST and CSET requirements.

### **Supervised Teaching**

Teacher Education supervised teaching assignments are set up by the University with the cooperating partner districts and are supervised by the University's supervisors on a weekly schedule.

The University works solely with the cooperating partner school districts to request placements for supervised teaching. Candidates are never permitted to seek to placement for themselves.

Placement requests for multiple subject candidates are any two assignments either K-2: 3-5: or 6-8 core middle school.

Placement requirements for single subject candidates are grades 7-12 in the credential area. Students may be placed in a middle school/junior high school assignment for one of the supervised teaching assignments or they can complete the two assignments in a comprehensive high school.

ED 468: Introductory Supervised Teaching: five-week supervised teaching experience.

ED 478: Advanced Supervised Teaching: ten-week supervised teaching experience.

Either the District or the University may remove the supervised teaching candidate for unsatisfactory performance.

### **Intern Teaching: Multiple and Single Subject**

Intern teacher candidates have been accepted into the University of La Verne's Intern Program having successfully completed the pre-requisite requirements.

Completed: ED 460: Diversity, Interaction, and the Learning Process

ED 470: Theories and methods of Education for Linguistically Diverse Students

Passed: CBEST: CSET or subject matter competency: University's writing requirement

Verified: Certificate of Clearance: TB clearance: U.S. Constitution

The maximum amount of time for a candidate to remain as an intern is two years.

University of La Verne's interns are supervised on a weekly basis by the University supervisor and by a qualified District employee until the intern has completed all of the state and University's credential requirements. The school-site support provider must be teaching at the same school-site within the same subject area as the intern, and must hold the appropriate credential, has taught in the subject area for a minimum of three years, is EL proficient, and would be an exemplary teacher who can successfully mentor and monitor the supervised teacher.

Either the District or the University may remove the intern candidate for unsatisfactory performance.

## **EDUCATION SPECIALIST CREDENTIAL PROGRAM**

### **Fieldwork Requirements**

Education Specialist Credential program requires fieldwork experiences in appropriate special education classrooms, or mainstreamed classrooms, or included classrooms that are not supervised by the university, but are approved by the course instructor and the placements must be approved by the individual school-sites and districts.

Each individual candidate will arrange cooperatively with the school-site administrator and/or the District for his/her own fieldwork placement and will present a letter of introduction from the course

instructor, in which the fieldwork experience is required, outlining the requirements for the fieldwork assignment.

Each candidate seeking a fieldwork placement holds a Certificate of Clearance and a clear TB verification, has passed, or is completing, the University's writing requirement, and has passed or is completing the CBEST and CSET requirements.

### **Supervised Teaching**

Education Specialist supervised teaching assignments are set up by the university with the cooperating partner districts and are supervised by the university's supervisors every two weeks. The university works solely with the cooperating partner school Districts to request placements for supervised teaching. Candidates are never permitted to seek to place themselves.

Placement assignment requests are for RSP, SDC classrooms, an included classroom, or a mainstream classroom.

SPED 409: Education specialist Mild-Moderate Supervised Teaching: ten-week supervised teaching experience.

Either the District or the University may remove the supervised teaching candidate for unsatisfactory performance.

### **Intern Teaching: Education Specialist Credential Program**

Intern special education teacher candidates have been accepted into the University of La Verne's Intern Program having successfully completed the pre-requisite requirements.

The maximum amount of time for a candidate to remain as an intern is two years. University of La Verne's educational specialist interns are supervised on a bi-weekly basis until they have completed all of the state and university's credential requirements.

Either the District or the University may remove the intern candidate for unsatisfactory performance.

## **PRACTICUM REQUIREMENTS**

### **SCHOOL COUNSELING CREDENTIAL PROGRAM**

School Counseling unsupervised fieldwork assignments and supervised practicum assignments are arranged by the University with the cooperating Districts. Supervised practicum assignments are supervised by the University on a regularly scheduled calendar.

All School Counseling candidates hold a Certificate of Clearance and a clear TB verification.

### **Graduate Level School Counselor Trainee**

Graduate Level School Counselor Trainees are University recommended master's degree candidates who have been approved to engage in unpaid educational observation or service for the purpose of gaining professional experience under the supervision of an appropriately trained or credentialed professional of the district. Arrangements for this experience will be made



cooperatively between the counselor trainee and the principal of the participating school.

### **School Counseling Fieldwork Candidate**

School Counseling Fieldwork candidates are University recommended master's degree candidates who have been approved to engage in unpaid counseling experiences under the supervision of a fully credentialed school counselor from the district and a University supervisor. Assignment of a University candidate to placement in a district school shall be at the discretion of the University working cooperatively with the District. The school-site supervisor and the school counseling fieldwork candidate will decide on the number of hours to be completed at the site in fulfillment of the requirements of the California Commission on Teacher Credentialing and the American School Counselor Association standards. This information will be noted in writing prior to beginning the fieldwork experience. The University reserves the right to issue or deny the PPS credential at the end of the fieldwork experience. Either the District or the University may remove the school counseling candidate for unsatisfactory performance.

### **School Counseling Intern**

School counseling interns are University recommended master's degree candidates who possess a Pupil Personnel Service (PPS) Internship Credential. School counseling interns have been approved to engage in paid counseling services under the supervision of a fully credentialed school counselor from the district and a university supervisor. The district supervisor and the school counseling fieldwork candidate will decide on the number of hours to be completed at the site in fulfillment of the requirements of the California Commission on Teacher Credentialing. This information will be noted in writing prior to beginning the internship. The University reserves the right to issue or deny the PPS credential at the end of the internship experience. Either the District or the University may remove the school counseling intern for unsatisfactory performance.

## **SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM**

### **School Psychology Practicum Trainees**

School Psychology Practicum Trainees are candidates recommended by the University possessing a Certificate of Clearance or other appropriate certificate who have been approved to participate in unpaid school psychology experiences that occur prior to the field experience. These experiences are conducted in laboratory field-based settings under the supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. The District supervisor or the on-site supervisor and the school psychology practicum trainee will decide how the 450 prescribed clock hours (spread over two years) will be accomplished in fulfillment of the National Association of School Psychology domains, to be completed at the site. These hours are prescribed by the School Psychology curriculum: the district supervisor is not necessarily involved. This information will be noted in writing, in the Planning Document, prior to beginning the practicum experience. Either the district or the university may remove the school psychology practicum trainee for unsatisfactory performance.

### **School Psychology Fieldwork Candidates**

School Psychology Fieldwork Candidates are candidates recommended by the University possessing a Certificate of Clearance or other appropriate certificate who have been approved to engage in unpaid school psychology experiences under supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. An assignment of a candidate of the University to a placement in schools of the District shall be at the discretion of

the University, working cooperatively with the District. The District supervisor and the school psychology candidate will decide how the 1,200 fieldwork hours will be accomplished in fulfillment of the National Association of School Psychology domains to be completed at the site. This information will be noted in writing, in the Planning Document, prior to beginning the fieldwork experience. The University reserves the right to issue or deny the Pupil Personnel Service Credential at the end of the fieldwork experience, based on passing the PRAXIS at the University of La Verne required level. Either the District or the University may remove the school psychology candidate for unsatisfactory performance.

### **School Psychology Interns**

School Psychology Interns are candidates recommended by the University, possessing a Certificate of Clearance and an Intern Credential, who have been approved to engage in paid school psychology services under the supervision of a credentialed school psychologist, with three years full-time experience, and a University supervisor. The district supervisor and the school psychology candidate will decide how the 1,200 fieldwork hours will be accomplished, in fulfillment of the National Association of School Psychology domains, to be completed at the site. This information will be noted in writing, in the Planning Document, prior to beginning the fieldwork experience. The University reserves the right to issue or deny the Pupil Personnel Service Credential at the end of the internship experience. Either the District or the University may remove the school psychology intern for unsatisfactory performance.

## **ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM**

### **Administrative Services Credentials**

The Administrative Services Preliminary and Professional Credential Programs require fieldwork experiences supervised by the University staff at the beginning of the placement. All administrative services placements must be approved by the individual school-sites and Districts prior to starting the program.

### **Administrative Fieldwork Candidates**

Administrative Fieldwork Candidates are candidates recommended by the University, who possess appropriate certification, and have been approved to engage in unpaid administrative services under the supervision of a fully credentialed administrative employee of the district. An assignment of a candidate of the University to a placement in schools of the District shall be at the discretion of the University, working cooperatively with the District. Either the District or the University may remove the administrative fieldwork candidate for unsatisfactory performance.

### **Administrative Interns**

Administrative Interns are candidates recommended by the University, possess an Intern Credential issued by the California Teacher Credentialing Commission, who have been approved to engage in paid administrative duties under the supervision of a fully credentialed employee of the District, and a University supervisor. The University reserves the right to issue or deny the Preliminary Administrative Credential upon completion of the University program. Either the District or the University may remove the administrative Intern for unsatisfactory performance.

### **Professional Administrative Fieldwork Candidates**

Professional Fieldwork Candidates are candidates who hold a valid Preliminary Administrative Credential, have been hired by a District for a full time, paid administrative position, and are under the supervision of a fully credentialed administrative employee of the District and a University supervisor. Recommendation for the Professional Credential shall be at the discretion of the University, working cooperatively with the District.

## **EXHIBIT B**

### **Intern Credential Program Eligibility**

These programs permit the students to become eligible for the intern credential if the student has:

#### **Multiple and Single Subject Intern Eligibility**

1. Bachelor's degree
2. Admitted into program and completed the program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as a classroom teacher in the credential subject area.
8. U.S. Constitution
9. Speech

Internship must be completed within two years.

Interns are observed by the University weekly.

#### **Education Specialist Intern Eligibility**

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as an educational specialist-mild-moderate teacher
8. Complete previous experience in a special education classroom.

Internship must be completed within two years.

Interns are observed by the University bi-weekly.

#### **School Counseling Intern Eligibility**

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance

4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school counselor

Internship must be completed within two years.

Interns are supervised by the University.

#### **School Psychology Intern Eligibility**

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school psychologist

Internship must be completed within two years.

Interns are supervised by the University.

#### **Administrative Services Intern Eligibility**

1. Preliminary or clear teaching credential or other appropriate credential
2. Admitted into program and completed program's prerequisite course requirements
3. Minimum three years teaching or other appropriate experience
4. Letters of recommendation
5. Personal statement
6. Been offered employment as a school administrator

Internship must be completed within two years.

Interns are supervised by the University.

## **EXHIBIT C**

### **INTERNSHIP PROGRAMS AGREEMENT**

#### **RESPONSIBILITIES OF PARTICIPATING PUBLIC SCHOOL DISTRICTS**

The participating public school district has the following responsibilities:

1. To assist in the screening of interns;
2. To screen and employ qualified interns;
3. To determine the salary of each intern in accordance with district policies;
4. To identify and assign an individual who holds a valid California teaching credential to provide on-site supervision of the internship teacher, counselor, psychologist, administrative services candidate throughout the internship experience
5. To assume appropriate responsibilities for preparing the intern for full credentialing, including advising, supervising, evaluating and recommending the intern for the credential.
6. District shall assign each intern a site supervisor who, along with the University, shall supervise the intern on a regular basis.

#### **EVALUATION**

The Multiple and Single Subject Teacher Internship Program, Special Education Level I - Mild/Moderate Internship Program, School Counseling Intern Program, School Psychology Intern Program, and the Administrative Services Intern Program Evaluation Plan will be conducted by the individual Departments of the College of Education and Organizational Leadership of the University in cooperation with approved participating public school districts. The evaluation plan will include the following components:

1. evaluation of candidates prior to admission to the program;
2. continuing evaluation during the period of internship counseling;
3. final evaluation prior to recommendation to CCTC;
4. follow-up of graduates; and
5. evaluation of the program.

Standard 1.6 LaFetra College of Education Tenure and Promotion Document

University of La Verne

LaFetra College of Education

Tenure and Promotion Document

***DRAFT***  
***January 2019***

**LaFetra College of Education  
Tenure & Promotion Document**

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## Introduction

This document provides guidelines and definitions for the processes of tenure and promotion, within the La Fetra College of Education at the University of La Verne. These guidelines apply to faculty with tenure-track appointments who are working to document their achievements for purposes of seeking tenure and/or promotion. Following these guidelines **may** lead to a successful application for tenure and/or promotion.

Faculty working toward tenure and/or promotion should be in regular contact with the Dean and the LaFetra College of Education Tenure and Promotion Committee for mentoring and support. It is the responsibility of each faculty member to familiarize themselves with the guidelines presented in this document, along with the supporting materials referenced herein. **These guidelines do not represent definitive criteria for tenure, nor are the guidelines exhaustive.** Individual faculty members will make their own case for excellence in each area.

Faculty members are encouraged to use their portfolio to develop a comprehensive narrative describing how they integrate the missions of the University, the LaFetra College of Education, and their individual programs into their role as a faculty member.

The guidelines presented in this document were developed based on the most recent version of the Faculty Handbook. These documents provide guidance regarding tenure and promotion processes, as well as a broad definition of scholarship based on a unified framework shared across the University of La Verne.

## Annual Growth Plan Process

### Purposes and Responsibility

The Annual Growth Plan Process (AGP) is intended to guide faculty professional development. The AGP serves as a means to support faculty members in improving their performance through a structured, deliberate process which allows them to reflect on past performance while planning for future growth opportunities and timely completion of their goals.

The AGP is primarily a formative evaluation which provides a foundation and link to the tenure and promotion process which is a summative evaluation. Together, they provide faculty with a vehicle to assess, purposefully plan, execute, and progress toward professional advancement.

Primary responsibility for performance evaluation rests with the individual faculty member who is responsible for assessing their own growth needs.

The Annual Growth Plan (AGP) is intended to serve four purposes.

1. First, for all non-tenured faculty, results from AGP are to provide information that can be used to make decisions concerning retention, non-retention and reclassification to

tenure track.

2. Second, for all assistant or associate tenure track or tenured associate professors, results from AGP are intended to provide feedback as to their progress toward tenure, promotion, or both.
3. Third, for full professors, results of AGP are intended to provide information to assist them in their efforts to continually improve their job performance.
4. Fourth, for all faculty, the AGP is intended to provide supporting documentation for faculty requests for professional development opportunities and funding for travel.

The AGP will support faculty in developing their plans for academic and professional growth. Additionally, it provides the platform for faculty to establish their professional development goals and request the necessary funding to access those opportunities. The AGP must be completed by all faculty requesting travel funds.

The AGP provides information for a comparison of each faculty member's annual individual goals within the framework of the general performance criteria required for all tenure track University of La Verne faculty (i.e., teaching, scholarly activity, and service). Therefore, faculty evaluation in the LaFetra College of Education at the University of La Verne is essentially criterion-referenced.

### **Procedures for the Annual Growth Plan (AGP)**

The procedures used during AGP are a series of discrete steps designed to guide faculty professional development and ensure they are progressing toward the timely accomplishment of goals. The format for completing the AGP is an online process.

Direction and information to complete this process are noted below.

At the beginning of the academic year, each faculty member must set professional goals related to teaching, scholarship, and service. Junior faculty in their first two years are encouraged to focus their efforts primarily on teaching and research, although goals should be written for all areas.

To access the AGP form, each faculty member should contact their respective program chair to receive the document with the necessary links to begin the form or use links #1 and #2 below to access the needed documents. Once the form is completed, faculty will receive their plan as an email. This email should then be forwarded to the appropriate Program Chair and the Dean's Office ([LFCE\\_Dean@laverne.edu](mailto:LFCE_Dean@laverne.edu)) on or before **September 30**.

At the end of the fall semester, faculty should review progress toward accomplishing the goals. If concerned that progress is not commensurate with expectations outlined in the Faculty Handbook, a meeting should be scheduled with the program chair on or before **February 28**.

Near the end of the academic year, the Reflection and Report for Annual Growth Plan (see links #3 and #4 below) should be completed. Once completed, faculty will receive their plan as an

email attachment. This email should then be forwarded to the appropriate Program Chair and the Dean's office ([LFCE\\_Dean@laverne.edu](mailto:LFCE_Dean@laverne.edu)) no later than **April 30**.

A meeting between the faculty member and his or her Program Chair should be scheduled to review the reflection/report and discuss feedback related to the faculty member's goals. This meeting should be held by **May 31**.

Links to each of the AGP forms are as follows:

1. <https://goo.gl/forms/XKBGWnMA1bnk9cKD3>
2. [https://drive.google.com/open?id=1K\\_SuUVZRptJdb4yZk81kL-NOSggBHj1R](https://drive.google.com/open?id=1K_SuUVZRptJdb4yZk81kL-NOSggBHj1R)
3. <https://goo.gl/forms/UkokCYHN20xDXFti1>
4. <https://drive.google.com/file/d/1INoTSqfmo2c3ga43jt3qd6lzLvLPoDCS/view?usp=sharing>

Throughout the year, faculty should collect items that will serve as evidence of their accomplishments and add them to the portfolio.

### **Peer Observation Process**

While student course evaluations can be used to identify patterns related to teaching effectiveness, the LaFetra College of Education advocates for the importance of multiple data points. To that end, faculty members who are developing their binders are strongly encouraged to invite colleagues to observe them in order to provide additional evidence of high quality teaching.

Suggested forms for this process are in the appendix.

### **Faculty Mentoring**

The LaFetra College of Education provides opportunities for faculty mentoring across the continuum of faculty development. There are three general phases of mentoring opportunities for faculty:

1. Hiring through Third Year Review
2. Third Year Review through Promotion to Associate & Tenure
3. Promotion to Associate & Tenure through Promotion to Full Professor

Mentoring in each phase will follow according to the following priorities:

#### **Hiring - Third Year Review**

New Tenure-Track faculty will be mentored by the Program Chair, Associate Dean, and the LFCE Tenure and Promotion Committee. Mentoring from the Program Chair and Associate Dean (as needed) will address the Annual Growth Plan Review and Tenure and Promotion Process.

Mentoring from the Tenure and Promotion Committee will address guidance related to the portfolio and review process. Any concerns should be immediately addressed.

## **General Topics of Interest**

The following list helps to guide the new tenure-track faculty member conversations and discovery of the tenure process and expectations. These topics are not intended to be used as a checklist.

Professors new to LFCE and the University of La Verne will arrive with various levels of experience with and in the professoriate. Some of these topics may not apply to all professors in the LFCE tenure-track process.

1. Tenure and promotion process and timelines
2. Developing a strong portfolio
3. Professional networking
4. Guidance and coaching for scholarship, service, and/or teaching
5. Learning the ULV Employee Handbook and Faculty Handbook

## **Third Year Review - Promotion to Associate/Tenure**

*To be developed*

## **Promotion to Associate/Tenure - Promotion to Full Professor**

The new associate professor with tenure enters into a new phase of professional development and career progression. The rank of full professor is a professional accomplishment that highlights the associate professor's continued contributions to the craft of teaching/advising, scholarship, and service. The associate professor can seek mentoring opportunities from LFCE full professors, other ULV full professors, the LFCE Dean, and the LFCE Associate Dean for Faculty Engagement. The Program Chair is another resource for the associate professor.

## **General Topics of Interest**

The following list helps to guide the experienced tenure-track faculty member through a process of preparing for promotion. These topics are not intended to be used as a checklist. Faculty will have various levels of experience with and in the professoriate. Some of these topics may not apply to all professors in the LFCE tenure-track process.

1. Promotion process and timelines
2. Continuing professional growth
3. Understanding the role of full professorship
4. Guidance and coaching for scholarship, service, and/or teaching

## **Portfolio Organization**

It is the responsibility of each faculty member to familiarize themselves with the guidelines presented in this document, along with the supporting materials referenced herein. **These guidelines do not represent definitive criteria for tenure, nor are the guidelines exhaustive.** Individual faculty members will make their own case for excellence in each area.

The guide below can be utilized as a tool for organizing the portfolio.

<b>Faculty Member's Name</b>	
<b>Program</b>	
<b>Program Chair</b>	
<b>Academic Year of Review</b>	
<b>T&amp;P Purpose</b>	<input type="checkbox"/> <b>Third Year Review</b> <input type="checkbox"/> <b>Tenure &amp; Promotion to Associate Professor</b> <input type="checkbox"/> <b>Promotion to Full Professor</b>
<p><i>*This inventory and checklist is meant to facilitate the faculty member process of collecting evidence and organizing it for their binder. Checking the boxes means the item has been included in the binder for the evaluation of the LFCE Tenure &amp; Promotion Committee, LFCE Faculty, LFCE Dean, and the university-wide committee.</i></p>	

<b>Documentation Included</b>	<b>Item to Include</b>
	<b>Curriculum Vitae</b>
<b>THIRD YEAR REVIEW</b>	
	Annual Growth Plan and Reflection (Year 1 and 2)
	Annual Evaluation Report from <b>Program Chairperson</b>
	Other: Documents from Provost or Dean outlining exceptions (i.e. extending probation, years of credit toward tenure and/or promotion, rank)
<b>TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR</b>	
	Annual Growth Plan and Reflection (all years)
	Annual Evaluation Report from <b>Program Chairperson</b>
	Third Year Review Evaluation Letter (Year 3) from <b>Provost</b>

	Other: Documents from Provost or Dean outlining exceptions (i.e. extending probation, years of credit toward tenure and/or promotion, rank)
--	---------------------------------------------------------------------------------------------------------------------------------------------

**PROMOTION TO FULL PROFESSOR**

	Annual Growth Plan and Reflection (all years post-tenure)
	Annual Evaluation Reports from <b>Program Chairperson</b> (post-tenure)
	Tenure & Promotion to Associate Professor Evaluation Letter from <b>Provost</b>
	Other: Previous letters from Program Chairperson, Dean, and/or Provost; OR other supporting materials

**ATTENTION:**  
 For the following, you will include tabs in the portfolio to designate sections for: (1) Teaching, (2) Scholarly Activity, and (3) Service. Within sections create sub-sections designated for specific examples and evidence for each area.

**EVIDENCE OF ACHIEVEMENTS IN TEACHING EFFECTIVENESS**

	An <b>introduction to the section</b> consisting of a (2-4 page) narrative synthesizing your teaching philosophy, evaluations, reflection, advising load, approach to advising, and future goals related to this area.
	A <b>matrix summary of course evaluation data</b> since faculty appointment or last promotion, comparing your scores to the overall university scores.
	All <b>course evaluation documents</b> and <b>classroom observations</b> since faculty appointment or last promotion.
	Any <b>course development and/or revision</b> documentation, which may include sample course syllabi, pedagogy grant proposals, online course development, undergraduate/graduate program development, etc.
	<b>Evidence</b> of student advising, senior projects/theses/dissertation, and other advising activities
	<b>Other:</b> Evidence of teaching effectiveness beyond the classroom (e.g., student awards or internships, teaching excellence awards, student recruitment activity, etc.)

**EVIDENCE OF ACHIEVEMENTS IN SCHOLARLY AND CREATIVE ACTIVITY**

	An <b>introduction to the section</b> consisting of a (2 page) narrative synthesizing your scholarly agenda, productivity, and future goals related to this area.
	A <b>summarized list</b> of scholarly work included since faculty appointment or last promotion.
	For each co-authored piece, include a <b>brief statement</b> describing your specific role in authorship.
	Selected copies of <b>published</b> work in the following order: books, monographs, journal articles ( <i>refereed articles marked with an asterisk</i> ), refereed proceedings, book chapters, other papers.
	Selected manuscripts (book-length or articles) <b>accepted for publication</b> , including works in press as well as works accepted for publication; provide letters from publisher(s) where appropriate.
	Selected <b>published reviews</b> of candidate's scholarly/creative activity.

	Copies of <b>funded grants and contracts</b> , including evidence of grant or contract award letters with dollar amounts and dates.
	Selected <b>major works in progress</b> but not yet accepted for publication; identify anticipated date of completion, publisher(s), or date of public release.
	<b>Other:</b> Evidence of scholarship/creative activity (e.g., listing of international, national, regional and local scholarly presentations, other publications, editorial work, published courseware, citations, technical reports, etc.)

**EVIDENCE OF ACHIEVEMENTS IN SERVICE**

	An <b>introduction to the section</b> consisting of a (2 page) narrative synthesizing your service philosophy, accomplishments, and future goals related to this area.
	A <b>summarized list</b> of service to the Program, College, and University; list committee memberships, administrative roles, and other contributions.
	A <b>summarized list</b> of service to the profession/academic discipline; describe activities that strengthen the profession, including leadership in professional organizations.

	A <b>summarized list</b> of service to the community/public; document public involvement that is related to expertise, including speeches, expert advice to community organizations, donations of creative or scholarly efforts to public organizations, and consultations.
	<b>Other:</b> Evidence of service activity

Faculty and Program Chairs should review this document very closely as they prepare and organize submission of the portfolio for review by the LFCE tenured faculty, the LFCE Tenure & Promotion Committee, LFCE Dean, and university-wide Tenure and Promotion Committee.

### **Evidence Introduction**

Certain evidence must be provided by faculty members and specific judgments must be rendered by Tenure and Promotion committee members and Program Chairpersons. The guidelines below will be used to render any and all recommendations made by the committee in a fair and impartial manner.

Faculty members must relate the evidence they present to one or more of their goals. A clear, concise statement by faculty members linking the evidence to the goal statements is required. The evidence presented should be in accordance with the types of evidence suggested in this document.

All evidence submitted by a faculty member must fit into a single three-inch three-ring binder. Supplementary material that cannot be fitted into the binder (e.g., books, articles, grant proposals) is not to be submitted. If such material is needed, the faculty member may be asked to provide it at a later time.

### **Teaching Guidelines**

#### **LaFetra College of Education Teaching Requirements**

In the La Fetra College of Education, teaching refers to all forms of university-level instructional activities on and off campus, including teaching assigned courses, conducting doctoral and peer seminars, engaging in course and program development, and training educators and community groups. Further, clinical teaching and supervision are recognized and valued for contributing to effective instruction. Instructional activities also include academic advising, grants and awards that enhance teaching, directing and/or membership on doctoral research committees, and the development and implementation of course materials.

Evaluations by students will be examined to determine the degree to which students perceive faculty effectiveness in instruction. LFCE acknowledges that student evaluations may help identify patterns related to teaching effectiveness. However, assessment of teaching effectiveness must include



multiple data points and multiple perspectives. It requires a deliberate consideration of all factors involved including supportive remediation. Additional evidence may include peer observations and supplemental documentation

A summary of assessment of all teaching at University of La Verne prior to the awarding of tenure or since the last promotion will be prepared and placed by the candidate in the file. The summary assessment of teaching is based on the required sources (student evaluations of courses taught prior to tenure or since the last promotion, peer evaluations prior to tenure or since the last promotion, and on other reliable sources (e.g., annual evaluations by the Program Chair).

**Other instructional activities and products include the following:**

- Chairing and/or serving on master's thesis and/or doctoral committees
- Conducting seminars for academic or professional associations
- Developing and teaching courses, workshops, in-services, and seminars
- Developing and/or revising new courses or programs
- Developing course materials
- Preparing instructional materials in print or for computer-based instruction
- Providing instruction that leads to the receipt of teaching awards
- Receiving faculty development grants to support teaching innovations
- Receiving leadership roles in teaching-related activities of professional associations
- Receiving visiting teaching appointments and lectureships at post-secondary institutions
- Serving as a faculty and/or student mentor
- Advising Part-Time Faculty
- Student Advising

**Student Advising**

Student advising is assigned to faculty members by program chairs. Faculty members are expected to be available for office hours and other appropriate times in order to provide personal assistance to students. In the event that the faculty member is assigned to advise students of major and/or general education requirements, the faculty member is expected to carry an advising load commensurate with the program needs.

**Definition of Teaching Rating**

Effective Teaching is determined by two evaluative measures: the standardized student course evaluation scale, or other measures as determined by faculty and approved by the Dean, and faculty review of other instructional activities as listed above. On the 4-point standardized student evaluation scale (1=poor; 4=excellent), candidates must receive a majority of ratings at 3.1 or higher during the past three years. Other instructional activities documented in the candidate's T&P file (e.g., peer reviews, sample course materials, etc.) must receive an evaluation of effective or higher

by members of the Tenure and Promotion committee.

## **Scholarly Activity Guidelines**

### **LaFetra College of Education Scholarship Requirements**

Faculty members are responsible to establish and maintain a consistent and engaged scholarship agenda delineating how their research and scholarly activities contribute to the growth and advancement of their discipline. The nature and direction of their scholarly work/activities must reflect clear objectives and evidence of how their scholarship contributes to the larger community, professional society, or organization. Faculty members are expected to sustain a grounded and consistent record of publications in peer-reviewed journals, texts, or book chapters. The record of their research must reflect participation in quality publications, particularly peer-reviewed journals in their field. High impact journals are heavily considered in the tenure and promotion decision process.

Scholarly activity should follow a continuum of development across the faculty career trajectory, moving from emerging research interests to a fully developed and grounded research agenda. At each stage of the faculty career, there are specific expectations for scholarly production related to the quantity and quality of work produced. Please note that there are also specific expectations related to teaching and service, which are described in other sections of this document.

### **Third Year Review**

A faculty member is expected to show evidence of progress toward tenure in the form of at least **one** publication of sufficient quality during the most recent three-year period. This publication must be from Category A (described below). Faculty at this stage are also strongly encouraged to have made progress toward additional publications for tenure.

### **Promotion to Associate Professor & Tenure**

For promotion to associate professor and tenure, a faculty member is expected to show evidence of continuous scholarly activity in the form of at least **two** publications of sufficient quality during the most recent six-year period. At least one of these publications must be from Category A, with the second being from Category A or B.

### **Full Professor**

For promotion to full professor, a faculty member is expected to show evidence of continuous scholarly activity and in the form of at least two (2) publications of sufficient quality during the most recent six-year period. At least one of these publications must be from Category A, with the second being from Category A or B.

## **Categories of Acceptable Scholarly Activity**

Acceptable scholarly activity spans several categories. Faculty are encouraged to engage in a range of scholarly work across all categories. In addition, the LaFetra College of Education recognizes the benefits of collaborative research among faculty and between faculty and students. In all cases

where collaborative research has occurred, faculty are required to document the roles of the various collaborators and outline their individual contributions to the work.

*Category A: Scholarly Contributions Books, Journal Articles, and Book Chapters*

Publications in this category have been submitted to a peer review process, and evidence of this process has been included by the faculty member. This category includes journal articles, books, book chapters, or other peer-reviewed work in scholarly publications. Publications from refereed journals are considered in higher regard than other kinds of publications; however, this category also includes articles in practitioner or professional publications.

*Category B: Practitioner & Community Engaged Scholarship*

Publications in this category includes grant proposals (state, federal, or private foundation grants), program assessment and review activities related to state and national accreditation, and community engaged scholarship or participatory action research. Community engaged scholarship refers to efforts conducted as part of a mutually beneficial relationship between the faculty and members of the community, with enhancement of the shared community as the goal. Contributions in this category allow for application of faculty expertise, enhance the reputation of the LaFetra College of Education, and benefit the local communities served.

*Category C: Papers & Presentations*

Participation in national, professional organizations and conferences presents an important opportunity to engage faculty in refining their research agenda, sharing it with others, and furthering the reputation of the LaFetra College of Education. Refereed paper presentations, whether published or unpublished, serve as evidence of a cohesive scholarly agenda, but do not carry the same weight as peer-reviewed publications in scholarly journals. Participation in such conferences should be clearly tied to the faculty member's annual goals and pre-approved by the Dean's office.

Other activities not included here may be considered under the category of service. For more information, please reference the service chapter of the LaFetra College of Education Tenure & Promotion Document.

Faculty are encouraged to clearly describe their scholarly activity and their interpretation of how it has contributed to the discovery, integration, application, and teaching of knowledge.

**Support for Faculty Engaging in Scholarly Activity**

Faculty in the LaFetra College of Education are supported through the development of a fully developed and grounded research agenda in several ways. Mentoring is provided at each stage of the faculty development process through the Dean's Office, the LaFetra College of Education Tenure & Promotion Committee, and individual faculty mentors. This mentoring is differentiated for pre-tenured faculty seeking tenure and post-tenure faculty seeking full professorship.

## **Service Activity Guidelines**

### **LaFetra College of Education Service Requirements Definition of**

#### **Service**

Faculty in the La Fetra College of Education recognize the responsibility to provide service to the University (including the College and Programs) and the profession. As an academic unit within the University, faculty members participate in a broad range of intellectual and governance activities on campus. In addition, faculty members extend their expertise to service activities that support their profession and professional development.

#### **Categories of Service**

- Assuming leadership roles of professional organizations; including local, state, regional, national, and international; excluding editorship and scholarly editorial review boards which are defined as scholarship.
- Participating in discipline focused local, state or national organizations.
- Attaining grant monies for service activities.
- Serving institutions or organizations through collaborative projects, community engaged projects, staff development activities, etc.
- Participating on university committees (at the program, college, and university levels).
- Serving in elected or appointed governmental offices, committees or task forces.

#### **Definition of Service Rating**

Effectiveness in service is defined as productive, sustained, and positive *involvement* in two of the categories of service activities.

## **Tenure & Promotion Decision Making**

### **Introduction**

The LaFetra College of Education adheres to the tenure and promotion procedures delineated in the University of La Verne Faculty Handbook, which is located on the University of La Verne web page. Candidates for promotion or tenure should note specifically Chapter 3 of the Faculty Handbook, titled, "Appointment, Promotion, and Tenure."

The outline of a candidate's application file for tenure and/or promotion must follow the guidelines established by this document. The candidate bears primary responsibility for preparation of the file on which decisions will be based. In addition to the procedures outlined above in the Faculty Handbook, the LaFetra College of Education adheres to the following timelines.

## Timelines

Candidates for tenure and/or promotion will be notified of their eligibility to be considered before the end of the spring semester preceding the academic year in which they will be eligible to apply for consideration. The Dean's Office of the College, with the support of the Tenure and Promotion Committee, will conduct an orientation session to assist candidates with the preparation and submission of their files.

The schedules for the portfolio submission and review process can be found in the Faculty Handbook. The LaFetra College of Education deadlines are as follows:

Letters of support requested by Dean's Office	April 15
Faculty portfolios due to Dean's Office	July 1
Portfolios available for review in Dean's Office	August 15
LFCE Tenured Faculty meeting	September 10
LFCE Tenure & Promotion Committee meeting	September 20
Associate Dean letter (from LFCE Tenured Faculty voting)	September 25
LFCE Tenure & Promotion Committee letter (from committee voting)	September 25
Dean's letter	October 1

### **Step 1: LaFetra College of Education Tenured Faculty Meeting**

#### **Meeting Composition**

The LFCE Tenure and Promotion Chair will organize a meeting open to College faculty to review Tenure and Promotion portfolios. An LFCE Faculty Representative to the University Faculty Personnel Committee will be an ex-officio participant at this LFCE Tenured Faculty meeting and will facilitate the meeting.

The appropriate faculty to include in the LFCE Tenured Faculty meeting will be determined based on the decisions being considered. Review of files will be conducted by a committee that includes all LFCE faculty of the appropriate rank. In some cases, faculty may request participation of both tenured and non-tenured faculty to review files.

In the matter of tenure, voting members are all those tenured LFCE members of equal or higher rank. In matters of promotion, voting members are all those tenured LFCE faculty members of higher

rank. In no case will the review of an individual candidate be conducted by fewer than five faculty members.

Members of the Dean's Office are not eligible to participate in the LFCE Tenured Faculty meeting or to vote since they are required to render independent evaluations of the candidates. However, a representative of the Dean's Office will present the files at the LFCE Tenured Faculty Meeting and be available to provide information, answer questions and participate in discussions.

Faculty who would otherwise be eligible to attend the LFCE Tenured Faculty Meeting who are on official leave from the university (e.g., sabbatical, leave without pay, etc.) retain the right to vote during their absence, provided that they have notified the LFCE Tenure and Promotion Committee Chair in writing of a desire to do so. Such faculty members are also required to review the file before voting. The LFCE Tenure and Promotion Committee Chair will make every reasonable effort to provide tenure and promotion information to eligible members of the LFCE tenured faculty on official leave status. In the event of a conflict of interest, a faculty member may recuse him or herself from the voting process. The faculty member is expected to notify the Dean of this decision prior to July 1st.

There are three potential levels of voting: college tenured faculty, college tenure and promotion committee, and university. Those faculty members who serve on more than one level will vote at the highest level, and thus only vote one time during the process.

## **Voting Process**

Those faculty participating in the voting process are expected to review submitted portfolios prior to the LFCE Tenured Faculty Meeting. Documentation of such review will be recorded using a log.

Each LFCE tenured faculty member reviews a candidate's portfolio for evidence of the candidate's conformity to the Faculty Handbook requirements and the College tenure and promotion criteria in the areas of scholarship, teaching, advising, and service. The College's criteria outlined in this document do not supersede the University of La Verne Faculty Handbook. The criteria in the Faculty Handbook are minimums and cannot be ignored. All faculty members are responsible to know the criteria in the Faculty Handbook, as well as LFCE criteria.

During the review, reviewers must focus their attention on the following questions as appropriate:

- a. Should the faculty member be reappointed?
- b. Is the faculty member making progress toward tenure and/or promotion?
- c. What is the overall evaluation of the faculty member's performance relative to the three general performance criteria (teaching, scholarship, and service) for all University of La Verne faculty members?

During the LFCE Tenured Faculty Meeting, each candidate under review will be discussed for purposes of clarification prior to the vote. Upon the conclusion of discussion, the tenured faculty in attendance receive ballots from the Chair and instructions for voting are given. The Chair will then collect the ballots. Each faculty member present in the meeting will cast his or her vote of “Yes” or “No” in each applicable category using the standard ballot (see Appendix A). Written justification for the vote related to the published criteria must also be provided. The ballot may be signed or unsigned.

An affirmative recommendation on application for tenure and/or promotion is achieved when more than fifty percent of those eligible meeting participants have cast a “yes” ballot on the candidate’s application. Abstention votes are not allowed. Absentee ballots from faculty who have reviewed each candidate’s file will be included in the vote.

### **Resulting Documentation**

The Chair will count the ballots cast during the Tenured Faculty meeting within 24 hours and report results of the meeting and voting in writing to the Dean’s Office. No voting results will be reported at any tenure and promotion meeting.

Based on the results of the LFCE Tenure and Promotion Meeting, a letter will be prepared for each faculty member. The letter, to be written by the Associate Dean, should describe the progress the faculty member is making toward promotion and/or tenure. The letter should also provide the faculty member with an overall evaluation of his or her performance and offer recommendations for improvement in any identified areas of need. A summary of the results from the LFCE Tenure and Promotion Meeting will be completed and included with the letter from the Associate Dean.

Issues raised or recommendations made may necessitate a revision in the goals established by faculty members for the forthcoming calendar year. All copies of the Tenure and Promotion letters will be placed in individual faculty files maintained in the Dean’s Office.

### **Step 2: LaFetra College of Education Tenure & Promotion Committee Meeting**

The LFCE Tenure and Promotion Committee will meet to discuss the Tenured Faculty Meeting results, review the portfolio evidence, and conduct voting to determine their recommendation on behalf of the college. Each committee member present in the meeting will cast his or her vote of “Yes” or “No” in each applicable category using the standard ballot (see Appendix A). Written justification for the vote related to the published criteria must also be provided. The ballot may be signed or unsigned.

An affirmative recommendation on application for tenure and/or promotion is achieved when more than fifty percent of committee members have cast a “yes” ballot on the candidate’s application. Abstention votes are not allowed.

The Chair of the Tenure and Promotion Committee will summarize the Committee’s feedback and voting in a letter to be forwarded to the Dean.

### **Step 3: LaFetra College of Education Dean's Review**

The LFCE Dean will review each portfolio and the corresponding letters and will write his or her recommendation letter to be added. The binder is then ready to be reviewed by the Faculty Personnel Committee.

### **Step 4: Review of Recommendations**

Following the Personnel Committee Meeting, the Dean will review all recommendations with the candidate.

In case of a negative review, the candidate may request an oral explanation. The candidate may respond in writing to be included in the file that moves forward to the Provost's Office.



Appendix A

Voting Documents

**LaFetra College of Education Ballot**

Candidate: \_\_\_\_\_

Reviewing for:

**( ) Removal of Probation ( ) Tenure & Promotion to Associate ( ) Promotion to Full Professor**

<b>Teaching</b>	Meets Expectations	Does Not Meet Expectations
<b>Scholarship</b>	Meets Expectations	Does Not Meet Expectations
<b>Service</b>	Meets Expectations	Does Not Meet Expectations

Justification Comments:

*NOTE: Ballot justifications are mandatory and should be based on the published LFCE and University criteria. Without justifications, later reviewers of the file will be unable to relate your vote to the published criteria. You may also send an additional letter of justification to the Dean if you wish to do so.*

## **Appendix B**

### Growth Plan Documents

*Growth Plan Documents to be inserted here*

*Peer Observation Documents to be inserted here*

## **Appendix C**

### **College Tenure & Promotion Committee**

#### **Committee Composition**

The LaFetra College of Education Tenure and Promotion Committee is made up of five members elected by the college faculty. The members of the committee should represent the range of programs in the college and should all have successfully obtained tenure.

At the start of each academic year, the committee members will elect a chair. The LaFetra College of Education Tenure and Promotion Committee Chair must be a tenured associate or full professor in the LFCE.

#### **Terms & Term Limits**

Committee members shall serve terms of 3 years, not to exceed 2 consecutive terms.

#### **Committee Responsibilities**

The committee will meet regularly as required to accomplish the responsibilities outlined below. For more information on key activities, please see the referenced sections.

#### **Faculty Mentoring**

The Tenure and Promotion Committee is responsible, in part, for mentoring of new college faculty.

The committee shall maintain a current list of experienced faculty who are willing to engage in cross-program mentoring and work to assist new faculty in connecting with these mentors.

The committee shall also engage in directly mentoring new faculty related to the processes of Third Year Review, Tenure, and Promotion and assembly of the portfolio.

#### **Facilitation of Decision Making Process**

The Tenure and Promotion Committee, under the direction of the committee chair, assists with the college and committee levels of the voting process for those seeking removal from probation, tenure, or promotion.

#### **Maintenance of College Document**

The Tenure and Promotion Committee is responsible for maintaining and updating, as needed, the LaFetra College of Education Tenure and Promotion Document. Final approval of the document and all changes to the contents rests with the college faculty as a whole.

## **Monitoring of External Opportunities**

The Tenure and Promotion Committee will also assume responsibility for disseminating information to college faculty regarding external opportunities such as University-level awards for teaching and service, external awards or recognition, etc.

## Standard 1.7a LaFetra College of Education Teaching Observation and Feedback



### LaFetra College of Education Teaching Observation and Feedback

#### **Purpose**

We are privileged in the LFCE to have excellent, even gifted, teachers among our faculty. We need a mechanism to share this wealth and, at the same time, document that our “faculty and staff model (expect, promote, and support) high quality instruction in areas of specialization and courses.” The following procedure will involve all faculty and staff in observing other faculty and discussing instructions approaches, strategies, and results. In this way, faculty can continually update their own teaching practices by learning from LFCE colleagues.

#### **Schedule**

Non-tenured faculty should arrange for a teaching observation and feedback every year. Tenured faculty should arrange for an observation and feedback every other year. Program chairs ensure part-time faculty experience an observation and feedback the first time they teach and then at a minimum every third time they teach for LFCE.

At the beginning of each year, LFCE staff will send out a reminder email to all LFCE faculty who are scheduled for a review during that academic year. Each scheduled faculty member will arrange for their own review. Staff will also identify part-time faculty scheduled for a review and report these names to the appropriate program chair or designated faculty person who will arrange for the part-time faculty member’s review.

#### **Procedure**

##### ***Step 1: Connect with Peer & Schedule Classroom Visits***

Once notified of a peer/support assignment, faculty will communicate their teaching assignments and schedules for both semesters (if known). The faculty persons should meet to share syllabi, and provide an overview of the class, teaching strategies, and any highlights or questions regarding the upcoming observation. Discuss what the intended goals are and what opportunities for growth will be the focus of the feedback. Additional guidelines and suggestions can be found in Appendix A of this document.

At this time, specific dates for observation in each other’s classes could also be established. Each faculty person will schedule to visit the other’s class at least once during the year.

##### ***Step 2: Complete Visits***

Faculty/staff should plan to attend an entire class rather than just a small portion. Of course, this will depend to some extent on the class agenda and faculty can negotiate the time. The purpose is to observe not only a teacher’s strategies, but the structure and pacing of a class. The observer should participate as appropriate and as agreed upon with the instructor.

During the observation: The purpose is to collect evidence that provides information for the person being observed. Evidence can be observed, is not influenced by the observer’s perspective, is free of evaluative words, and draws no conclusions. Types of observation evidence:

1. Verbatim scripting
2. Non-evaluative statement of observed teacher or student behavior
3. Numeric information
4. An observed aspect of the environment

**Step 3: Follow-up Meeting**

If you can't meet directly after the observation, the follow up meeting should be scheduled within a week of the observation. As necessary, review your notes so you can refresh your memory and debrief with the faculty you observed. This is the opportunity for faculty to share ideas, exchange teaching tools they have found useful, ask questions and problem solve. If the observing faculty member has feedback, suggestions, or questions, they should be shared. If the observed faculty member has questions, reflections. Or further information, this can also be shared. In this way, even as little as one class shared might result in a productive exchange for both faculty/staff members.

**Step 4: Prepare and Submit Teaching Observation and Feedback Report**

As soon as practicable after the visit and follow up meeting, the observing faculty member should prepare the Teaching Observation and Feedback Report (template attached) or a memo to the observed faculty member. Once drafted, it can be shared with the other faculty member for editing. Once both feel that it adequately reflects the peer teaching exchange, it should be submitted to the Dean's office.

**Standard 1.7b LaFetra College of Education Teaching Observation and Feedback – Long Form**



**LaFetra College of Education Teaching  
Observation and Feedback**

**Teaching Observation and Feedback Report**  
(Non-Tenured & Tenured)

Academic Year:

Faculty Members:

Briefly describe the classes observed, how they were chosen, and a little about the specific focus and content of the classes observed.

Briefly describe the teaching structures, strategies, materials, pacing and other things of interest observed.

Briefly summarize the highlights of the faculty discussion after the observation.

Briefly summarize any reactions or reflections you had to the peer faculty exchange on teaching practice that might be helpful to others seeking to improve their own practice.

## Appendix A

### **Pre-Observation Conference – topics:**

A pre-observation conference is necessary to provide important contextual information. It is best to do this face to face by scheduling a meeting time just prior to the actual observation. If this is an off-campus observation, a phone or virtual conversation is acceptable. Information that should be discussed:

- What are the objectives for the upcoming session? What will the students be able to do at the end of the learning experience that could not do, or not do as effectively, before the learning activities?
- How do these objectives/activities connect or build upon prior class content or coursework?
- Generally, what activities and in what sequence will you be using to achieve these objectives?
- How will you assess achievement? How will you know if each student has attained the objective(s)?
- As you review the Peer Observation Criteria form with the observee, ask, “Is there any particular area you would like me to focus on?” Also, encourage faculty members to assess areas of personal interest that aren’t addressed in the form.
- To allow for flexible partnership collaboration the observer should elicit a climate of “sitting together”, two colleagues working in a mutually supportive capacity for a common goal. For example, “Is there any particular way you would like to structure the observation? Are there other things that I should be aware of prior to the observation? How could this observation be most helpful to you?”

### **Post-Observation Conference – Guidelines:**

Prompt feedback is important. It is best to meet immediately after the observation session when recall of details is fresh and motivation is high. It’s advisable to schedule the post-observation conference at the same time the initial peer review observation is scheduled and to allow sufficient time for quality dialogue. Peer review can be threatening and can touch on sensitive issues. Authentic constructive feedback is built on a relationship of trust, honesty, and genuine concern for the individual. Although praise is certainly appropriate, you want to avoid flattery, condescension or blaming judgement and simply try to provide concrete behaviorally descriptive information and helpful suggestions. Feedback should be about what the observed faculty person has the most power to change with less time spent on areas they have little control of, ex. the physical structure of the classroom.

It is often helpful to start by pointing out strengths. Another approach is addressing the self-identified questions or areas of concern the observed faculty presented during the pre-conference session, or by asking if they wanted feedback on any specific event or activity. As an observer, you also have opportunity to grow by keeping an open mind to practices that are different from your own.

### **Faculty Self-Reflection Suggestions:**

The Peer Observation procedure is designed to provide confidential information that can be used by the observed faculty member to improve their teaching effectiveness and the reflective self-analysis is one important component of that process. The following are some suggested areas that faculty member might want to wish to address in their self-reflections:

- What were the strengths of the lesson?
  - Introduction
  - Student-instructor engagement
  - Assessment of achievement
  - Use of classroom time



- Other perceived strengths
- What seemed most significant to you and/or the students?
- What did you notice about the classroom atmosphere at various points during the lesson?
- What would you like to change - and why?
  - Introduction
  - Student-instructor engagement
  - Assessment of achievement
  - Use of classroom time
  - Other desired changes

## Appendix B: Additional Sample Templates

### LFCE Peer Observation Criteria

Observed faculty member:

Dates:

Course name:

Observer:

#### I. Observation

##### **CLASS INTRODUCTION:**

Instructor demonstrated depth and breadth of knowledge specific to the content and provided a clear overview of the purpose/objective(s) for upcoming activities that was meaningfully connected to program curriculum and student's career goals. "What we are going to be learning and why it is important."

*Comments:*

##### **STUDENT-INSTRUCTOR ENGAGEMENT:**

Instructor expressed interest/ enthusiasm for content, conveyed high expectations, communicated clearly and modeled and/or illustrated ideas with a variety of meaningful examples.

*Comments:*

Students were intellectually engaged through analysis, evaluation or synthesis questions, actively solving real-life problems and/or collaboratively sharing or investigating ideas about objective-related content.

*Comments:*

Instructor was receptive and encouraging with all students; responded constructively to student questions and concerns; encouraged exploration of multiple perspectives and respected diverse points of view.

*Comments:*

Activities were logically organized and ensured equitable participation; instructions and procedures were clear and transitions were smooth; adequate time/resources were allowed for successful completion and the class remained focused on lesson objectives throughout the period.

*Comments:*

Materials and technology used were appropriate for intended objective(s) and clearly enhanced content representation and engagement. [With on-line instruction] The materials/ technology permitted asynchronous and synchronous interactivity, self-pacing, branching options and prompt user feedback.

*Comments:*

##### **ASSESSMENT OF ACHIEVEMENT**

Frequent formative assessment, appropriate to the lesson objectives, and including constructive supportive feedback and re-teaching were provided as needed. Fresh examples were generated if additional explanation was needed.

*Comments:*

Provided clear direction on how class assignments/ exercises would be assessed. Assessment activities and/or products were congruent with objectives and instructional activities and clearly demonstrated class-wide evidence of achievement of lesson objectives.

*Comments:*

**Standard 1.7c LaFetra College of Education Teaching Observation and Feedback – Adjunct Form**



**LaFetra College of Education Teaching Observation and Feedback**

**University of La Verne  
Adjunct Instructor Observation Form**

Instructor Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Cluster: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Course Observed: \_\_\_\_\_

Scoring 1 = Beginning, 2 = Developing, 3 = Achieved, 4 = Excellent

- |                                                                                                                                                        |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1. Knowledgeable in the subject.<br>Comments:                                                                                                          | 1 2 3 4 NA |
| 2. Ability to help students understand content (oral and visual presentations).<br>Comments:                                                           | 1 2 3 4 NA |
| 3. Provided appropriate feedback to students including clarification and elaboration.<br>Comments:                                                     | 1 2 3 4 NA |
| 4. Varied teaching strategies to promote students involvement (group work, videos, exercises, strategic questioning).<br>Comments:                     | 1 2 3 4 NA |
| 5. Offered opportunities for students to ask questions.<br>Comments:                                                                                   | 1 2 3 4 NA |
| 6. Demonstrated rapport with students.<br>Comments:                                                                                                    | 1 2 3 4 NA |
| 7. Promoted climate of mutual respect (handled student questions and concerns, acknowledged all students, and handled problem behaviors).<br>Comments: | 1 2 3 4 NA |
| 8. Well-prepared class session based on course objectives (timing,                                                                                     |            |

handouts, lecture).

1 2 3 4 NA

Comments:

9. Appropriate and flexibly-paced to meet students' needs.

1 2 3 4 NA

Comments:

10. Engaged students actively in class activities.

1 2 3 4 NA

Comments:

11. Promoted interactions that were professional and respectful between self and students, as well as among students.

1 2 3 4 NA

Comments:

12. Syllabus posted on Blackboard.

Yes No

Comments?

Additional comments:

Instructor Comments:

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Standard 1.7d Faculty Recruitment: Mild to Moderate Disabilities Preliminary Credential

User Group:  
Hiring Manager

Postings / Faculty / Assistant Professor of Education - Special Education Program (Filled) / Summary

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## Posting: Assistant Professor of Education - Special Education Program (Faculty)

Current Status: Filled

Position Type: **Faculty**

Department: **Education Department**

Created by: **Patricia Taylor**

Owner: **Human Resources**

Summary | History | Applicants | Reports | Personnel Action Forms

✔ Request to Recruit Information

Position Recruitment Information

<b>Functional Title</b>	Assistant Professor of Education - Special Education Program
<b>Classification Title</b>	
<b>Position Type</b>	Faculty
<b>Recruitment Type</b>	Replacement
<b>If replacement, for</b>	Down Witt
<b>Rank</b>	Tenured Track
<b>FTE %</b>	100%
<b>Justification for Filling Position</b>	Down Witt has left her position as Assistant Professor of Education in the Special Education program. For accreditation and credentialing purposes, this position must be filled.
<b>Budget Information for Position</b>	110000-231002-61000-40 This replacement head count was already approved per posting number 20150071FA.  At the time of the previous search we had two(2) open searches and offered a position to each of the openings. One candidate was unable to take this position due to family matters and so we were not able to fill it. We wish to fill it now.
<b>Budget Approved Salary</b>	
<b>Immediate Supervisor</b>	Patricia Taylor

Position Summary Information for Announcement

**Job Description Summary**


The University of La Verne's LaVerne College of Education invites applications for a ten-month tenure track Assistant Professor of Education position in the Special Education program.

Established in 1891, the University of La Verne is an independent, nonprofit, comprehensive, doctoral granting institution in Southern California. Founded on the university's core values of leadership, caring, excellence, and diversity, The University is designated as a Hispanic Serving Institution with 40% of the student population identifying itself as "Hispanic/Latino," 55% students of color, 109 international students, and a large proportion first-generation. All programs have high retention and graduation rates for underrepresented minorities.

The University has a strong commitment to diversity and places a high priority on creating an environment that supports the growth and success of underrepresented and underserved populations, particularly in urban environments. The La Verne Experience is at the center of a strategic plan that is focused on serving an ethnically and economically diverse student population that is representative of the demographics in California. The La Verne Experience pedagogical features include learning communities, theory-to-practice opportunities, experiential learning, community engagement, social justice, and reflective practice. Two prominent annual rankings of America's Best Colleges - U.S. News and World Report, and Forbes Magazine, recognize the University of La Verne as one of the nation's top national universities.

<b>Specific Duties</b>	<ol style="list-style-type: none"> <li>1. Teach in the Education Specialist Mid/Moderate Credential and M.S. in Special Education Studies Program</li> <li>2. Participate in fieldwork supervision activities as assigned</li> <li>3. Participate in co-teaching and cross program teaching opportunities</li> <li>4. Develop and maintain relationships with PK-12 districts</li> <li>5. Participate in oversight of state credentialing (DCTC) and accreditation (SAPP) requirements for the Education Specialist Mid/Moderate Credential and M.S. in Special Education Studies, in addition to university program reviews</li> <li>6. Support implementation of the Program and College Missions, and the University's Mission and Strategic Vision</li> <li>7. Participate in academic advisement of program students as assigned by the program chair</li> </ol> <p>6. Service on college and university committees, and other duties as assigned.</p>
<b>Minimum Qualifications</b>	<p>The successful candidate will have an earned doctorate in Special Education, Education or a related field, professional experience and documented achievement commensurate with an Assistant Professor:</p> <ul style="list-style-type: none"> <li>-minimum of three years experience teaching in a PK-12 public school environment</li> <li>-documented experience working with a diverse student population</li> <li>-excellent communication and interpersonal skills, with strong leadership capabilities, including a demonstrated commitment to social justice and culturally responsive teaching</li> <li>-knowledge in the trends and current issues in the field of special education</li> <li>-demonstrated experience working with diverse communities</li> <li>-Possession of a valid public school Special Education Credential</li> </ul>
<b>Preferred Qualifications</b>	<ol style="list-style-type: none"> <li>1. Higher education experience collaborating as a team member in complex academic programs</li> <li>2. Record of preparing teachers to work in a culturally and linguistically diverse context, and expertise in culturally responsive teaching and social justice. Experience in urban educational and/or school settings is highly desired.</li> <li>3. Working knowledge of Special Education and related programs in California</li> <li>4. Current research agenda in Special Education and related fields, and the ability to conduct scholarly activities in the field</li> <li>5. Bilingual in Spanish, or other language common in California's student demographics</li> <li>6. Extensive knowledge in the use of technology in online teaching and in the classroom</li> <li>7. Working knowledge in Early Childhood Special Education</li> </ol>
<b>Benefits Summary</b>	<p>The hiring range for this position is dependent upon qualifications and departmental equity. Benefits of employment include a comprehensive health and welfare plan, tuition remission program for employee, spouse and dependent children and a generous 10% contribution to the University's 403B retirement plan.</p>
<b>Location</b>	<p>La Verne Central Campus</p>

# Standard 1.7e Faculty Recruitment: Multiple & Single Subject Teaching Credential



UNIVERSITY OF  
**LAVERNE**

User Group  
**Hiring Manager**

Postings / Faculty / Assistant Program Chair, Teacher Education (Posted) / Summary

Search Results: Previous | Next

## Posting: Assistant Program Chair, Teacher Education (Faculty) Edit

**Current Status:** Posted

Position Type: **Faculty**  
 Department: **Education**  
 Department: **Department**

Created by: **Jessica Decker**  
 Owner: **Hiring Manager**

Take Action On Posting

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Summary | History | Settings | Applicants | Reports | Personnel Action Forms

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Position Requirements Information

<b>Functional Title</b>	Assistant Program Chair, Teacher Education
<b>Classification Title</b>	Assistant or Associate Professor of Education
<b>Position Type</b>	Faculty
<b>Recruitment Type</b>	Replacement
<b>If replacement, for</b>	Ingrid Baartman
<b>Rank</b>	Non-Tenure
<b>FTE %</b>	100
<b>Justification for Filing Position</b>	This position is a replacement for Dr. Ingrid Baartman.
<b>Budget Information for Position</b>	Dean to add FOAP
<b>Budget Approved Salary</b>	
<b>Immediate Supervisor</b>	Jessica Decker

Position Summary Information for Announcement:

The University of La Verne is a private not-for-profit university founded in 1951 located in La Verne, California. The core values that we live by are Ethical Reasoning, Diversity and Inclusivity, Lifelong Learning, and Community and Civic Engagement. >=> If you're passionate about these values, join us at University of La Verne!

The University of La Verne's Latina College of Education (LCE) is seeking an experienced faculty member to serve as Assistant Program Chair for the LCE Teacher Education Programs. Candidates must possess a record of service in higher education in the areas of teaching and leadership. Candidates must have demonstrated ability to successfully collaborate with faculty, administrators, school district personnel, and community partners. We seek colleagues whose experience focuses on teacher education and advancing issues of diversity, access, and social justice in education and society.

LCE recognizes the need to develop teachers who can apply research-based approaches to teaching while maintaining the goal of consciousness to address inequities in current educational structures. The multiple and single subject teacher preparation programs address teaching strategies for all students in California schools. Integrated throughout the programs are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. In addition to the multiple and single subject credentials, the program offers an Enhanced Intern Credential and a California Teachers of English Learners certificate.

Established in 1895, the University of La Verne is an independent, nonprofit, comprehensive, doctoral granting institution in Southern California founded on the university's core values of leadership, caring, excellence, and diversity. The University is designated as a Hispanic Serving Institution with 40% of the student population identifying itself as "Hispanic/Latino," 55% students of color, 10% international students, and a large proportion of first-generation students. All programs have high retention and graduation rates for underrepresented minorities.

The University has a strong commitment to diversity and places a high priority on creating an environment that supports the growth and success of underrepresented and under-served populations, particularly in urban environments. The La Verne Experience is at the center of a strategic plan that is focused on serving an ethnically and economically diverse student population that is representative of the demographics in California. Two prominent annual rankings of America's Best Colleges - U.S. News and World Report, and Forbes Magazine, recognize the University of La Verne as one of the nation's top national universities.



<p><b>Specific Duties</b></p>	<p>Summary: Non-tenure track (NTT) faculty are expected to contribute primarily through teaching and administrative work such as advising duties, supporting faculty, and ensuring successful delivery of the program across multiple campus locations. The NTT faculty performs all duties and maintains all standards in accordance with college policies, procedures and Core Values.</p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Teach primarily at regional campuses.</li> <li>Teaches four courses per year per PEPPT requirements on faculty workload.</li> <li>Keeps up with developments in the field of study.</li> <li>Demonstrates high standards, both academic and professional.</li> <li>Evaluates student work constructively and provides timely feedback.</li> <li>Plans, develops, and uses effective teaching methods and materials which assist students in meeting course objectives, are appropriate for students with diverse educational and experiential backgrounds and learning styles, and engage the students in learning.</li> <li>Provides access to students through posted office hours, electronic communications, and other appropriate methods and responds to inquiry in a timely manner.</li> <li>Reviews, evaluates, and recommends student learning materials.</li> <li>Develops and uses a syllabus and course information materials for each course, laboratory, or clinical setting within state, college, and departmental guidelines.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Maintains high standards of competence in the discipline(s) and teaching methodologies through professional development activities.</li> <li>Reviews, evaluates, reflects, and revises program curricula and teaching methods through a self-evaluation process of self-reflection.</li> <li>Participates in annual growth plan process for the LaVerne College of Education.</li> <li>Meets or exceeds professional standards and discipline-specific requirements, as appropriate to the discipline.</li> </ul> <p><b>Service and Administrative Duties</b></p> <ul style="list-style-type: none"> <li>Coordinates MAT program at all regional campuses for the purpose of supporting faculty, staff, and students and ensuring quality program implementation across all campuses.</li> <li>Be familiar with each campus' location, staff, faculty, and characteristics.</li> <li>Maintain regular contact and communication with regional campus directors, meeting at least once a month with each director individually and once a month with the regional directors as a group.</li> <li>Visit each regional campus at least twice in each term (fall, winter, spring, summer).</li> <li>Coordinate and conduct observations of regional campus faculty and adjuncts (between campus and regional campuses) as needed for promotion and accreditation processes.</li> <li>Be the first point of contact for any regional campus issues or concerns, assisting directors, instructors, and students with problem solving.</li> <li>Coordinate and assist academic advisors with scheduling of new criteria and courses for the regional campuses.</li> <li>Oversee admissions process for regional campuses and approve all admissions, appeals, and advanced standing decisions.</li> <li>Coordinate and conduct Student Study Team meetings or other interventions as needed for regional campus students.</li> <li>Assist with student advising at the main campus.</li> <li>Meet and coordinate with the Director of Teacher Education on a regular basis (at least monthly, more often as needed).</li> <li>Collaborate with Director of Teaching Fieldwork to ensure quality implementation of fieldwork at regional campuses and assist with planning and delivery of training for regional supervisors.</li> <li>Oversee inter-credential application process for all regional students (phone interview with candidates, review of application and paperwork, final approval).</li> <li>Attend and assist with facilitation of monthly program meetings at the main campus.</li> <li>Attend other program and college-level meetings, including credential analyst meetings as needed.</li> </ul>
<p><b>Minimum Qualifications</b></p>	<p>Minimum qualifications include:</p> <ol style="list-style-type: none"> <li>Earned doctorate in education or related field from an accredited institution.</li> <li>A current teaching credential issued by the CA Commission on Teacher Credentialing.</li> <li>At least three years of teaching experience in grades K-12.</li> </ol>
<p><b>Preferred Qualifications</b></p>	<p>Preferred qualifications include:</p> <ol style="list-style-type: none"> <li>At least three years of teaching experience in teacher education at the higher education level.</li> <li>Experience in a leadership role in higher education.</li> <li>Experience designing and teaching in Bilingual/Credential Programs.</li> </ol>
<p><b>Benefits Summary</b></p>	<p>Salary will be commensurate with experience and internal equity. Benefits include a comprehensive health and wellness plan, tuition reversion program for employees, spouse, and dependent children, a generous 10% contribution to the University's 403B retirement plan, and a generous time off plan.</p> <p>Employment is contingent upon successful completion and clearance of a background check and employment verification.</p> <p>U.S. News &amp; World Report rates La Verne Online No. 1 in California for the third consecutive year and 24th best in the country. Washington Monthly's 2016 "America's Best Colleges for Adult Learners" rankings place La Verne No. 3 among private, 4-year institutions in California. La Verne is Tier 1 in U.S. News 2017 "America's Best Colleges" National University rankings for the seventh straight year, and again made Forbes "America's Top Colleges" being (WASC Accredited).</p>
<p><b>Location</b></p>	<p>La Verne Central Campus</p>

# Standard 1.7f Faculty Recruitment: Pupil Personnel Services, School Counseling Credential



User Group:  
Hiring Manager

Postings / Faculty / Educational Counseling Assistant/Associate Professor (Approved for Internal) / Applicant View

## Job Vacancy

### Position Information


<b>Functional Title</b>	Educational Counseling Assistant/Associate Professor
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### Position Details

<b>Job Description Summary</b>	<p>The University of La Verne is a private not-for-profit university founded in 1891 located in La Verne, California. The core values that we live by are Ethical Reasoning, Diversity and Inclusion, Lifelong Learning, and Community and Civic Engagement.</p> <p>+++If you're passionate about these values, join us at University of La Verne!</p> <p>The University of La Verne invites applications for a 10-month tenure track Assistant/Associate Professor in Educational Counseling for the LaFetra College of Education.</p> <p>The Educational Counseling Program emphasizes school counselor training, with concentrations in a Pupil Personnel Services Credential (California), School and Family Based Counseling (LPCC license-eligibility), Spanish Bilingual Bicultural Certification (certificate or concentration), and College Counseling. The Educational Counseling Program is seeking a candidate with a strong emphasis in diversity, social justice, and advocacy and knowledge in the American School Counseling Association (ASCA) National Model, the AJCA and American Counseling Association (ACA) Ethics Codes, and knowledge of the California Board of Behavioral Sciences LPCC licensure process.</p> <p>The University is designated as a Hispanic Serving Institution with 40% of the student population identifying itself as "Hispanic/Latino," 55% students of color, 10% international students, and a large proportion first generation. All programs have high retention and graduation rates for underrepresented minorities. The University has a strong commitment to diversity and places a high priority on creating an environment that supports the growth and success of underrepresented and underserved populations.</p> <p>The LaFetra College of Education champions social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders. The LaFetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.</p> <p>Faculty are expected to maintain an active research program, participate in undergraduate and graduate education, as well as advising duties and committee assignments. Performs all duties and maintains all standards in accordance with college policies, procedures and Core Values.</p> <p>The successful candidate will be responsible for teaching courses in the Educational Counseling and Pupil Personnel Services Credential (PPS) program. Faculty are expected to maintain an active research program, participate in undergraduate and graduate education, as well as advising duties and committee assignments. Performs all duties and maintains all standards in accordance with college policies, procedures and Core Values.</p>
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<p><b>Specific Duties</b></p>	<ul style="list-style-type: none"> <li>• Teach three courses per semester in the Educational Counseling and Pupil Personnel Services Credential (PPS) program</li> <li>• Develop and maintain relationships with PK-12 districts</li> <li>• Participate in oversight of state credentialing (CCTC) and accreditation (CAEP) requirements for the Educational Counseling and PPS programs as well as university program needs</li> <li>• Maintain and support the SFDG/LPCC concentration on the Main and Regional Campuses</li> <li>• Implementation of the Program and College Missions, and the University's Mission and Strategic Vision</li> <li>• Service on college and university committees, and other duties as assigned</li> <li>• Attendance at university, college, department, and program meetings, serves on university or college committees as appointed by Deans and/or program chair</li> <li>• Student-Centered Duties and Responsibilities include: interview applicants and administer writing assessments; Serve as faculty advisor and point of contact for students regarding program policies and procedures; Service cohorts through classroom visitations, mentoring office hours, and scheduling appointments as needed; Faculty coordination responsibilities</li> <li>• Potential for this candidate to assume vice chair/leadership roles within the program as assigned by program chair, including leadership of academic achievement of program students</li> <li>• Evaluates student work constructively and provides timely feedback</li> <li>• Teaches at times and locations that meet student needs</li> <li>• Provides access to students through posted conference hours, electronic communications, and other appropriate methods and responds to inquiries in a timely manner</li> <li>• Reviews, evaluates, and recommends student learning materials</li> <li>• Develops and uses a syllabus and course information materials for each course, laboratory, or clinical setting within state, college, and departmental guidelines</li> <li>• Maintain an active research program and publication record according to the discipline and PERRT requirements</li> <li>• Maintains high standards of competence in the discipline(s) and teaching methodologies through professional development activities</li> <li>• Plans, develops, and uses effective teaching methods and materials which assist students in meeting course objectives, are appropriate for students with diverse educational and experiential backgrounds and learning styles, and engage the students in learning</li> <li>• Reviews, evaluates, reflects, and revises program curricula and teaching methods through a self-evaluation process of self-reflection</li> <li>• Meets or exceeds professional standards, APA mandated guidelines, and discipline-specific requirements, as appropriate to the discipline</li> <li>• Actively participates in department and college meetings and/or committees or task forces</li> <li>• Contributes to advancing the goals of the department and university including focusing on student achievement, supporting diversity and fostering community engagement</li> <li>• Participates in department, college-related activities such as registration, advising, student retention, and faculty selection</li> <li>• Participates in department or college activities for students/student organizations to aid in retention</li> <li>• Participates in activities required to maintain program accreditation standards as well as professional organizations (as appropriate)</li> <li>• Contributes to programs and activities that support departmental goals</li> <li>• Participate in full regalia in official graduation ceremonies</li> </ul>
<p><b>Minimum Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Doctorate in Educational Counseling or related field (e.g., Counseling Psychology, Counseling and Guidance, School Counseling, Educational Leadership)</li> <li>• California Pupil Personnel Services (PPS) Credential in Educational Counseling or School Psychology, or acquisition of credential upon hire</li> <li>• Current LPCC certification or California license eligibility or a current license as a master's or doctoral level clinician from the Board of Behavioral Sciences (BBS) or California Board of Psychology</li> <li>• Experience in teaching and/or working with adult learners</li> </ul>
<p><b>Preferred Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Current research agenda in school counseling and ability to conduct scholarly activities in the field</li> <li>• Bilingual in Spanish- or other language common in California's student demographics</li> <li>• Extensive knowledge in the use of technology in online teaching and student data bases in schools</li> </ul>
<p><b>Benefits Summary</b></p>	<p>Salary will be commensurate with experience and internal equity. Benefits include a comprehensive health and wellness plan, tuition reversion program for employee, spouse, and dependent children, a generous 10% contribution to the University's 403B retirement plan, and a generous time off plan.</p> <p>Employment is contingent upon successful completion and clearance of a background check and employment verification.</p> <p>U.S. News &amp; World Report rates La Verne District No. 1 in California for the third consecutive year and 24th best in the country. Washington Monthly's 2016 "America's Best Colleges for Adult Learners" ranks La Verne No. 5 among private, 4-year institutions in California.</p> <p>La Verne is Tier 1 in U.S. News 2017 "America's Best Colleges" National University rankings for the seventh straight year, and again made Forbes "America's Top Colleges" ranking (NASAC Accredited).</p>
<p><b>Location</b></p>	<p>La Verne Central Campus</p>

# Standard 1.7g Faculty Recruitment: Pupil Personnel Services, School Psychology Credential



User Group:  
Hiring Manager

Postings / Faculty / Assistant/Associate Professor, School Psychology (Tenure Track) (Closed) / Summary Search Results: Previous | Next



- ★ Save New Posting Links to Applicant
- 🖨 Print Preview (Applicant View)
- 🖨 Print Preview
- 🔖 Add to Watch List

## Posting: Assistant/Associate Professor, School Psychology (Tenure Track) (Faculty)

**Current Status:** Closed

**Position Type:** Faculty

**Department:** Education

**Department:** Department

**Created by:** Kimberly White-Smith

**Owner:** Human Resources

Summary
History
Applicants
Reports
Personnel Action Forms

🔍 Request to Recruit Information

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**Position Recruitment Information**

<b>Functional Title</b>	Assistant/Associate Professor, School Psychology (Tenure Track)
<b>Classification Title</b>	
<b>Position Type</b>	Faculty
<b>Recruitment Type</b>	New Position
<b>If replacement, for</b>	N/A
<b>Rank</b>	Tenured Track
<b>FTE %</b>	100
<b>Justification for Filling Position</b>	This position is being created to support the development of School Psychology Programs at the ROC campuses, starting with Bakersfield.
<b>Budget Information for Position</b>	See Bakersfield lease justification to Board of Trustees.
<b>Budget Approved Salary</b>	
<b>Immediate Supervisor</b>	Kimberly White-Smith

**Position Summary Information for Announcement**

<b>Job Description Summary</b>	The LaVerne College of Education recognizes the need to develop leaders and educators who can apply research-based approaches to practice while maintaining the social consciousness to address inequities in current societal structures. With that in mind, the School Psychology Program seeks candidates with a strong emphasis in diversity, inclusivity, and social justice. Candidates must possess knowledge of the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, NASP Practice Model: Organizational Principles, and the NASP Ethics codes. Additionally, candidates must have a strong record of experience within the K-12 education system, faculty in higher education teaching and leadership demonstrated ability to successfully collaborate with faculty, administrators, school district personnel, and community partners. In addition to teaching responsibilities, the position includes academic advising and administrative support in the School Psychology Program. This faculty position will be instrumental in supporting the expansion of the program to our Regional and Online Campuses.
<b>Specific Duties</b>	<ol style="list-style-type: none"> <li>1. Teach courses in the School Psychology program.</li> <li>2. Develop and maintain relationships with PK-12 districts.</li> <li>3. Participate in oversight of state accrediting (CCTC) and accreditation (CAEP) requirements for the School Psychology program, as well as university program reviews.</li> <li>4. Implementation of the Program and College Missions, and the University's Mission and Strategic Vision.</li> <li>5. Advisement of program students as assigned by the program chair.</li> <li>6. Attendance at university, college, department, and program meetings.</li> <li>7. Provide administrative support to the program chair.</li> <li>8. Participate in panel interviewing of student candidates.</li> <li>9. Coordinate school psychology student organization and serve as point of contact for students.</li> <li>10. Service others through classroom visitors, maintaining office hours, and scheduling appointments.</li> </ol>

<b>Minimum Qualifications</b>	<ul style="list-style-type: none"> <li>• The successful candidate will have an earned doctorate in School Psychology, Education or a related field, professional experience and documented achievement commensurate with a tenure track position at education.</li> <li>• Minimum of three-year experience in school psychology K-12.</li> <li>• Documented experience working with a diverse school faculty, families, and student population, working knowledge of IDEA, NADP Practice Model, and promotion of positive behavioral health in schools.</li> <li>• Expert communication and interpersonal skills, with strong leadership capabilities and a demonstrated commitment to integrity and fairness.</li> <li>• Knowledge of current pedagogy and skills in the use of technology in online teaching, enrollment and student data bases in schools.</li> <li>• Possession of a currently valid Florida Personnel Services (PFS) Credential - School Psychology.</li> <li>• Experience in teaching and/or working with adult learners.</li> </ul>
<b>Preferred Qualifications</b>	
<b>Benefits Summary</b>	<p>The hiring range for this position is dependent upon qualifications and departmental equity. Benefits of employment include a comprehensive health and welfare plan, tuition remission program for employee, spouse and dependent children and a generous 401k contribution to the University's 401k retirement plan.</p>
<b>Location</b>	LeYerle Central Campus



### Implementation Plan for my Goals and Objectives

<b>Start Date</b>	<b>Activities</b>	<b>Evidence of Completion</b>	<b>Resources Needed</b>

**Standard 1.8b Progress Monitoring Document: Administrative Services Preliminary Credential**

Sent to Credential Analyst

**University of La Verne**  
*PASC I Processing Checklist*

**Student/SSN:**

**Address:**

<b>Credential Course Requirements</b>		<b>Course Equivalencies (if applicable)</b>	
Edmt. 570	Curriculum, Instruction and Assessment	3SH	_____
Edmt. 571	Human Resource Administration	3SH	_____
Edmt. 572	Educational Leadership	3SH	_____
Edmt. 573	Contemporary Issues in CA Schools	3SH	_____
Edmt. 574	Field Experience	3SH	_____
Edmt. 576	Organizational Management and School-Community Collaboration	3SH	_____
Edmt. 577	Fiscal Resource Management Policy	3SH	_____
Edmt. 578	School Law	3SH	_____
<b>TOTAL</b>		<b>24SH</b>	

**Total Administrative Credential Program**

Clear California Credential: yes \_\_\_ no \_\_\_      CBEST: yes \_\_\_ no \_\_\_

Minimum – 3 years teaching experience: yes \_\_\_ no \_\_\_

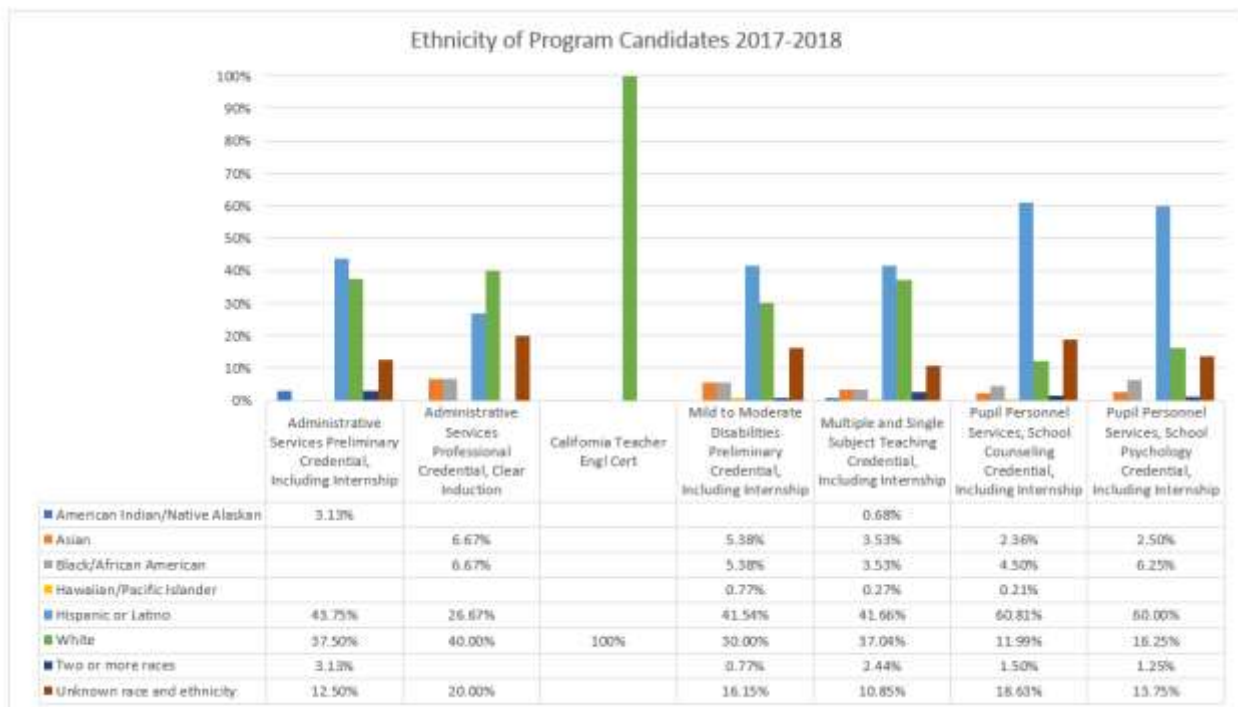
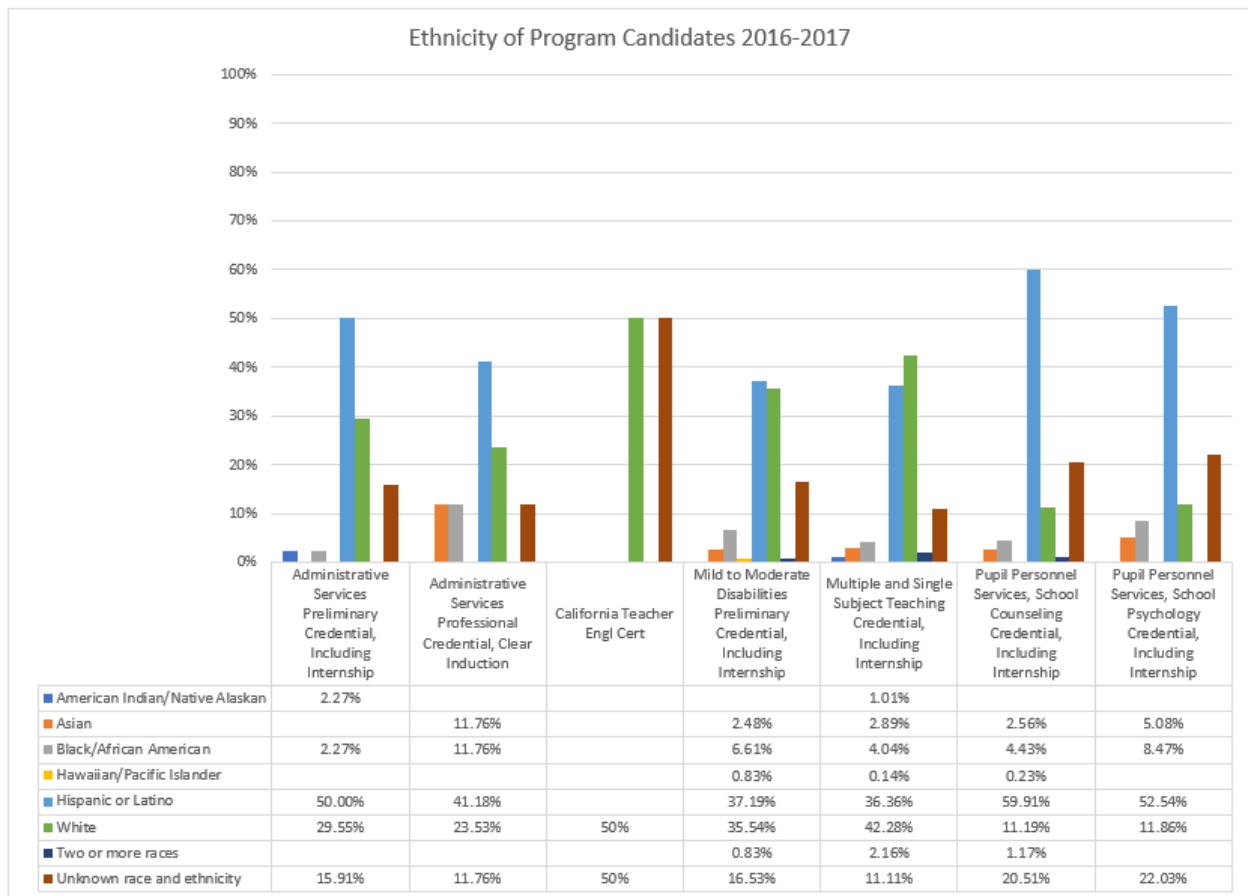
CL 777 – Verification of Employment as an Administrator: yes \_\_\_ no \_\_\_

Transfer Crs	Crs Title	Agency	SH	Date
1.	_____			
2.	_____			
3.	_____			

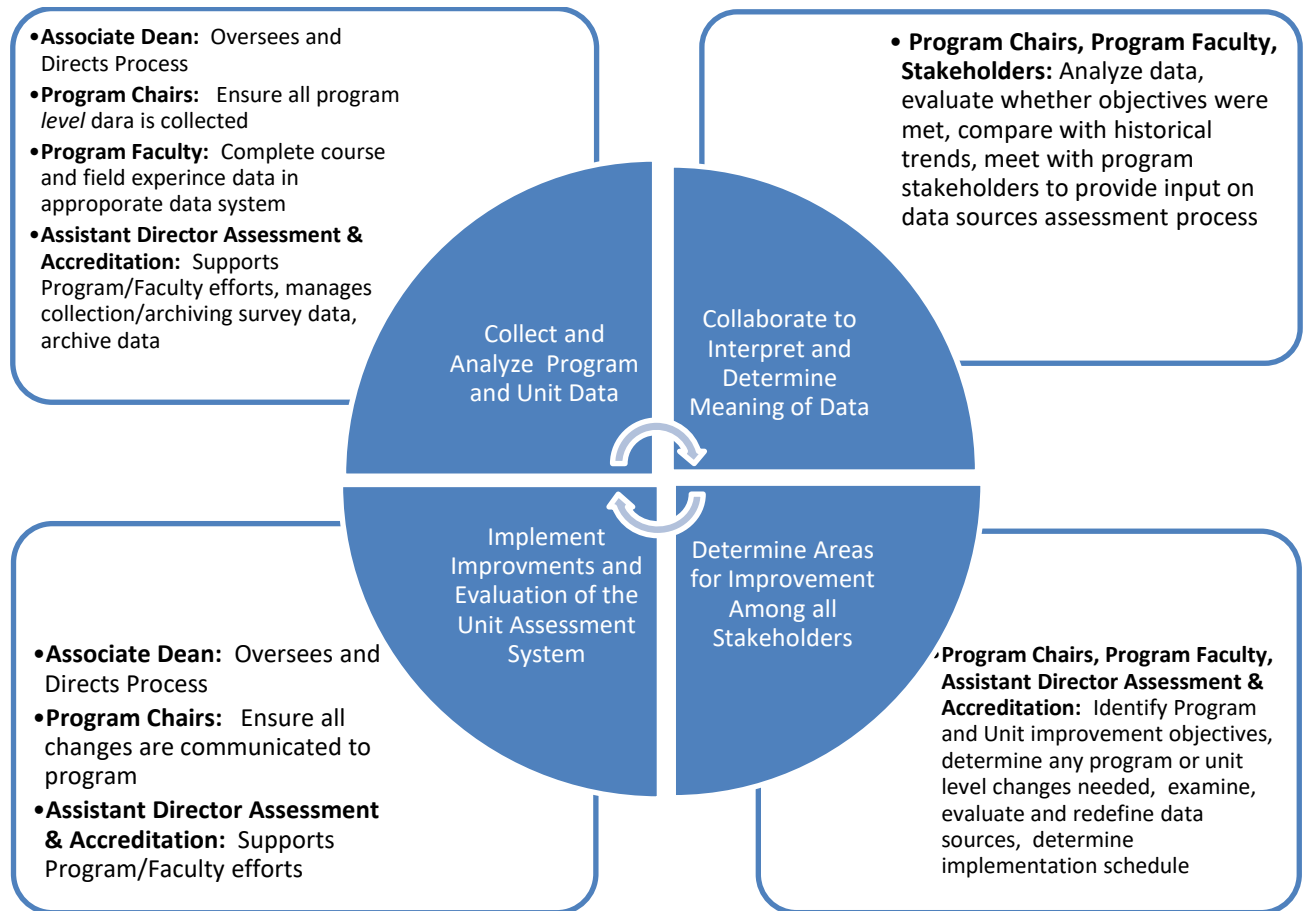
**Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Standard 2.2 Ethnicity of Program Candidates



## Standard 4.1 Graphic Depiction of the Unit Assessment System; Including Roles and Responsibilities of Personnel in the Unit and Programs



### Standard 4.2a Annotated List of Unit and Program Data Sources

<b>Program Data Sources</b>		
<b>Credential Program/Assessment</b>	<b>Submitted/Collected</b>	<b>Level/Contact</b>
Accreditation Data System (ADS)	Annually	Credential Analyst
Admissions Criteria	Every Term/Semester	Program Level
CalTPA Results	Every Term/Semester	TPA Coordinator
CBEST Exams	Every Term/Semester	Credential Analyst
CSET Exams	Every Term/Semester	Credential Analyst
Enrollment History	Annually	Assessment & Accreditation Office
Faculty Growth Report Plans	Annually	Program Level
Faculty Participation in Schools	Annually	Program Level
Faculty Presentations	Annually	Program Level
Faculty Publications	Annually	Program Level
Faculty Teaching Observations and Feedback		Program Level
Fieldwork Evaluation	Every Term/Semester	Program Level
Gender and Ethnicity: Unit Faculty	Annually	Assessment & Accreditation Office
Gender and Ethnicity: Unit Candidates	Annually	Assessment & Accreditation Office
Internship Evaluations and Feedback	Every Term/Semester	Program Level
Key Assessments	Every Term/Semester	Course Instructor
PRAXIS Exams	Every Term/Semester	Credential Analyst
RICA Exams	Every Term/Semester	Credential Analyst
Surveys: Commission on Teacher Credentialing (CTC)	Annually	Program Level
Surveys: CSU Center for Teacher Quality (CTQ)	Annually	Unit Level
Surveys: End of Program	Every Term/Semester	Program Level
Surveys: Focus Group Interviews/Surveys	Every Term/Semester	Program Level

Note: This list includes those sources that yield data that is aggregated and used as part of the Unit Assessment System for continuous improvement. It does not include all assignments which are used to determine the grades individual candidates receive in program course

# Standard 4.2b CTC Program Completer Survey: Multiple Subject Credential

## Preliminary Multiple Subject Credential Program Completer Survey - 2018

### UNIVERSITY OF LA VERNE

#### Engaging and Supporting All Students in Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	1. Use knowledge of students' strengths and prior experiences to engage them in learning		2. Connect classroom learning to the real world		3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking	
	Program 81 100.0%	Statewide 4929 98.2%	Program 81 100.0%	Statewide 4928 98.3%	Program 81 100.0%	Statewide 4921 98.1%
1 = Not at all	0 0.0%	6 0.1%	0 0.0%	12 0.2%	0 0.0%	10 0.2%
2 = Poorly	0 0.0%	45 0.9%	0 0.0%	67 1.4%	0 0.0%	78 1.6%
3 = Adequately	10 12.3%	514 10.4%	8 9.9%	385 11.8%	4 4.9%	577 11.7%
4 = Well	17 21.0%	1548 31.3%	23 28.4%	1562 31.6%	29 35.8%	1611 32.7%
5 = Very well	54 66.7%	2826 57.2%	50 61.7%	2712 54.9%	48 59.3%	2655 53.8%
<b>Mean : SD</b>	<b>4.56 0.71</b>	<b>4.45 0.72</b>	<b>4.52 0.67</b>	<b>4.40 0.77</b>	<b>4.54 0.59</b>	<b>4.38 0.77</b>

	4. Meet the instructional needs of English learners		5. Identify and address special learning needs with appropriate teaching strategies	
	Program 81 100.0%	Statewide 4924 98.0%	Program 81 100.0%	Statewide 4929 98.1%
1 = Not at all	0 0.0%	8 0.2%	0 0.0%	26 0.5%
2 = Poorly	1 1.2%	81 1.6%	1 1.2%	149 3.0%
3 = Adequately	2 2.5%	754 15.3%	9 11.1%	905 18.4%
4 = Well	25 30.9%	1614 32.8%	32 39.5%	1688 34.2%
5 = Very well	53 65.4%	2467 50.1%	39 48.1%	2161 43.8%
<b>Mean : SD</b>	<b>4.60 0.61</b>	<b>4.31 0.80</b>	<b>4.35 0.73</b>	<b>4.18 0.87</b>

#### Creating and Maintaining Effective Environments for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	6. Engage students in cooperative group work as well as independent learning		7. Establish and maintain a safe and respectful learning environment for all students		8. Create a productive learning environment with high expectations for all students	
	Program 81 100.0%	Statewide 4922 98.0%	Program 81 100.0%	Statewide 4917 97.9%	Program 81 100.0%	Statewide 4906 97.6%
1 = Not at all	0 0.0%	7 0.1%	0 0.0%	9 0.2%	0 0.0%	12 0.2%
2 = Poorly	0 0.0%	49 1.0%	0 0.0%	26 0.5%	1 1.2%	30 0.6%
3 = Adequately	3 3.7%	517 10.5%	8 9.9%	421 8.6%	6 7.4%	475 9.7%
4 = Well	26 32.1%	1525 31.0%	18 22.2%	1286 26.2%	17 21.0%	1466 29.9%
5 = Very well	52 64.2%	2824 57.4%	57 70.4%	3195 65.0%	57 70.4%	2923 59.6%
<b>Mean : SD</b>	<b>4.60 0.56</b>	<b>4.44 0.72</b>	<b>4.62 0.62</b>	<b>4.55 0.69</b>	<b>4.60 0.68</b>	<b>4.48 0.71</b>

Preliminary Multiple Subject Credential Program Completer Survey - 2018

UNIVERSITY OF LA VERNE

Understanding and Organizing Subject Matter for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?	9. Develop curriculum to teach content standards effectively				10. Use effective instructional strategies to teach specific subject matter and skills				11. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students			
	Program		Statewide		Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	35	0.3%	0	0.0%	5	0.1%	0	0.0%	13	0.3%
2 = Poorly	0	0.0%	107	2.3%	0	0.0%	61	1.3%	3	3.9%	77	1.6%
3 = Adequately	11	14.3%	700	14.9%	6	7.8%	367	12.0%	6	7.8%	747	15.0%
4 = Well	25	32.5%	1572	33.4%	23	29.9%	1590	33.7%	22	28.6%	1575	33.5%
5 = Very well	41	53.2%	2316	49.2%	48	62.3%	2466	52.0%	48	59.7%	2206	46.2%
<b>Mean : SD</b>	<b>4.39</b>	<b>0.73</b>	<b>4.29</b>	<b>0.82</b>	<b>4.55</b>	<b>0.64</b>	<b>4.38</b>	<b>0.75</b>	<b>4.44</b>	<b>0.80</b>	<b>4.29</b>	<b>0.81</b>

Planning Instruction and Designing Learning Experiences for All Students

How well did your teacher preparation program prepare you to do each of the following as a teacher?	12. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development				13. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students			
	Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	9	0.2%	0	0.0%	8	0.1%
2 = Poorly	1	1.3%	39	0.8%	1	1.3%	32	1.1%
3 = Adequately	8	10.4%	543	11.5%	6	7.8%	559	11.9%
4 = Well	21	27.3%	1525	32.4%	20	26.0%	1580	33.5%
5 = Very well	47	61.0%	2589	55.0%	50	64.9%	2515	53.4%
<b>Mean : SD</b>	<b>4.40</b>	<b>0.74</b>	<b>4.41</b>	<b>0.74</b>	<b>4.55</b>	<b>0.70</b>	<b>4.30</b>	<b>0.74</b>

Assessing Students for Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?	14. Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction				15. Involve all students in self-assessment, goal setting, and monitoring progress				16. Give productive feedback to students to guide their learning			
	Program		Statewide		Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	18	0.4%	0	0.0%	22	0.5%	0	0.0%	14	0.3%
2 = Poorly	3	3.9%	104	2.2%	4	5.2%	130	2.8%	2	2.6%	73	1.6%
3 = Adequately	7	9.1%	725	15.4%	13	16.9%	860	18.3%	11	14.5%	659	14.0%
4 = Well	24	31.2%	1633	34.7%	18	23.4%	1607	34.2%	19	25.0%	1641	35.0%
5 = Very well	43	55.8%	2220	47.2%	42	54.5%	2081	44.3%	44	57.9%	2306	49.1%
<b>Mean : SD</b>	<b>4.30</b>	<b>0.81</b>	<b>4.26</b>	<b>0.83</b>	<b>4.27</b>	<b>0.93</b>	<b>4.19</b>	<b>0.86</b>	<b>4.30</b>	<b>0.83</b>	<b>4.31</b>	<b>0.79</b>

Preliminary Multiple Subject Credential Program Completer Survey - 2018

UNIVERSITY OF LA VERNE

Developing as a Professional Educator

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	17. Evaluate the effects of your actions on student learning and modify plans accordingly		18. Work with families to better understand students and to support their learning		19. Work with colleagues to improve instruction							
	Program	Statewide	Program	Statewide	Program	Statewide						
1 = Not at all	0	0.0%	17	0.4%	1	1.4%	53	1.2%	0	0.0%	29	0.6%
2 = Poorly	0	0.0%	72	1.6%	4	5.4%	229	5.0%	1	1.4%	122	2.7%
3 = Adequately	12	16.2%	692	15.1%	12	17.6%	1037	22.5%	8	10.8%	747	16.7%
4 = Well	18	24.3%	1569	34.1%	24	32.4%	1547	33.6%	21	28.4%	1498	32.6%
5 = Very well	44	59.5%	3246	48.9%	32	43.2%	1738	37.7%	44	59.5%	2203	47.9%
<b>Mean : SD</b>	<b>4.43</b>	<b>0.76</b>	<b>4.30</b>	<b>0.90</b>	<b>4.11</b>	<b>0.97</b>	<b>4.02</b>	<b>0.95</b>	<b>4.46</b>	<b>0.74</b>	<b>4.24</b>	<b>0.86</b>

Content for Multiple Subjects

How well did your preparation program prepare you to teach each of the following subjects:

	20. English Literacy/Language Arts		21. Mathematics		22. Science			
	Program	Statewide	Program	Statewide	Program	Statewide		
1 = Not at all	0	0.0%	7	0.2%	2	2.7%	52	1.1%
2 = Poorly	0	0.0%	71	1.5%	5	6.8%	117	2.5%
3 = Adequately	5	6.8%	558	12.1%	14	18.9%	717	15.5%
4 = Well	19	25.7%	1500	32.5%	22	29.7%	1479	32.1%
5 = Very well	50	67.6%	2480	53.7%	31	41.9%	2277	49.4%
<b>Mean : SD</b>	<b>4.61</b>	<b>0.62</b>	<b>4.38</b>	<b>0.77</b>	<b>4.01</b>	<b>1.07</b>	<b>4.27</b>	<b>0.85</b>

	23. History/Social Studies		24. Creative/Fine arts		25. Physical Education/Health			
	Program	Statewide	Program	Statewide	Program	Statewide		
1 = Not at all	2	2.7%	62	1.4%	4	5.4%	239	4.8%
2 = Poorly	10	13.5%	208	4.5%	6	8.1%	371	8.1%
3 = Adequately	15	20.3%	1031	22.5%	18	24.3%	1234	27.0%
4 = Well	21	28.4%	1589	34.6%	22	29.7%	1435	31.4%
5 = Very well	26	35.1%	1702	37.1%	26	35.1%	1370	29.5%
<b>Mean : SD</b>	<b>3.60</b>	<b>1.15</b>	<b>4.02</b>	<b>0.95</b>	<b>3.66</b>	<b>1.08</b>	<b>3.76</b>	<b>1.08</b>

Preliminary Multiple Subject Credential Program Completer Survey - 2018

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Field Experiences

26. Which of the following best describes the kind of clinical experience you had during your preparation (check all that apply):

	Program		Statewide	
	n	%	n	%
Student teaching with a cooperating teacher	52	64.2%	3517	70.0%
Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential	20	24.7%	1030	20.5%
Teaching on an emergency credential (PIP/ STP) while taking courses for my credential	14	17.3%	327	6.5%

27. How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?

	Program		Statewide	
	n	%	n	%
1 = Less than once per month	2	2.7%	153	3.2%
2 = Once per month	4	5.4%	407	8.2%
3 = Twice per month	9	12.2%	940	20.4%
4 = Once per week	28	37.8%	1820	35.2%
5 = 2-3 times per week	26	35.1%	1148	24.9%
6 = Daily	3	6.9%	340	7.4%
<b>Mean / SD</b>	<b>4.18</b>	<b>1.08</b>	<b>3.92</b>	<b>1.18</b>

28. How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?

	Program		Statewide	
	n	%	n	%
1 = Once or twice	0	0.0%	104	2.3%
2 = 3-5 times	3	4.1%	789	17.2%
3 = 6-10 times	23	31.1%	1794	39.0%
4 = 11-15 times	27	36.5%	926	20.1%
5 = 16-20 times	15	20.3%	527	11.5%
6 = More than 20 times	6	8.1%	457	9.9%
<b>Mean / SD</b>	<b>3.97</b>	<b>1.01</b>	<b>3.51</b>	<b>1.25</b>

29. My field experiences helped me integrate and apply the major ideas developed through program coursework.

	Program		Statewide	
	n	%	n	%
1 = Strongly Disagree	1	1.4%	37	0.8%
2 = Disagree	0	0.0%	38	0.8%
3 = Neutral	3	6.3%	228	4.9%
4 = Agree	24	32.4%	1661	36.1%
5 = Strongly Agree	44	59.5%	2641	57.4%
<b>Mean / SD</b>	<b>4.49</b>	<b>0.74</b>	<b>4.48</b>	<b>0.70</b>

30. My cooperating teacher(s) (select all that apply):

	Program		Statewide	
	n	%	n	%
Frequently observed my teaching and met with me to offer feedback	62	76.5%	3812	75.9%
Was an excellent educator and a valuable role model	65	80.2%	1874	77.1%
Modeled effective practices	59	72.8%	3869	77.0%
Helped me plan and organize curriculum materials	55	67.9%	3638	72.4%
Offered useful strategies and advice about my teaching	63	80.2%	4073	81.1%
Helped me reflect on my practice	61	75.3%	3786	75.3%
Helped me to solve teaching problems	58	71.6%	3753	74.7%
Was knowledgeable about and able to provide support for field-based assignments	60	74.1%	3718	74.0%

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31. Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?

	Program	Statewide
	73 90.1%	4585 91.2%
1 = Less than 100 hours	3 4.8%	78 2.3%
2 = 100 - 299 hours	8 14.3%	343 9.5%
3 = 300 - 599 hours	23 36.3%	1013 28.0%
4 = 600 - 799 hours	20 31.7%	1237 33.6%
5 = 800 hours or more	8 12.7%	967 26.7%
This question does not apply to me because I did not do any student teaching. **	10 -	267 -
<b>Mean / SD</b>	<b>3.33 / 1.03</b>	<b>3.73 / 1.02</b>

32. Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?

	Program	Statewide
	73 90.1%	2645 92.6%
1 = Less than 100 hours	2 6.3%	24 2.1%
2 = 100 - 299 hours	4 12.9%	83 7.2%
3 = 300 - 599 hours	3 9.7%	170 14.8%
4 = 600 - 799 hours	5 16.1%	127 11.5%
5 = 800 hours or more	17 54.8%	735 64.0%
Does not apply/I was not in an internship **	42 -	1496 -
<b>Mean / SD</b>	<b>4.00 / 1.24</b>	<b>4.28 / 1.09</b>

33. If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?

	Program	Statewide
	72 88.9%	2636 92.5%
1 = Once or twice	2 6.7%	84 7.6%
2 = 3-5 times	4 13.3%	192 17.4%
3 = 6-10 times	7 23.3%	253 22.9%
4 = 11-15 times	8 26.7%	190 17.1%
5 = 16-20 times	4 13.3%	128 11.6%
6 = More than 20 times	3 16.7%	256 23.2%
Does not apply/I was not in an internship **	42 -	1532 -
<b>Mean / SD</b>	<b>3.77 / 1.48</b>	<b>3.77 / 1.41</b>

Content for Multiple Subjects: English Language Arts

34. In your teacher preparation program, how much opportunity did you have to do each of the following?

	a) Learn ways to teach decoding skills		b) Learn ways to build student interest and motivation to read		c) Learn how to help students make predictions to improve comprehension		d) Learn how to support older students in learning to read	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
	72 88.9%	4463 88.8%	72 88.9%	4461 88.8%	72 88.9%	4449 88.5%	72 88.9%	4435 88.3%
1 = None	0 0.0%	99 2.2%	0 0.0%	23 0.5%	0 0.0%	23 0.8%	0 0.0%	179 4.0%
2 = Touched on it Briefly	5 6.9%	472 10.6%	3 4.2%	216 4.8%	1 1.4%	245 5.5%	10 13.9%	554 12.5%
3 = Spent Time Discussing or Doing	18 22.2%	998 22.4%	9 12.5%	838 18.8%	12 16.7%	858 19.3%	17 23.6%	1071 24.1%
4 = Explored in Some Depth	24 33.3%	1647 36.9%	20 27.8%	1587 35.6%	27 37.5%	1602 36.0%	24 33.3%	1397 31.5%
5 = Extensive Opportunity	27 37.8%	1247 27.9%	40 55.6%	1797 40.3%	32 44.4%	1709 38.4%	21 29.2%	1234 27.8%
<b>Mean / SD</b>	<b>4.01 / 0.94</b>	<b>3.78 / 1.04</b>	<b>4.35 / 0.86</b>	<b>4.10 / 0.91</b>	<b>4.25 / 0.78</b>	<b>4.06 / 0.93</b>	<b>3.78 / 1.02</b>	<b>3.67 / 1.13</b>



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	e) Learn ways to teach reading and writing to students at different stages or reading abilities				f) Learn how to activate students' prior knowledge				g) Listen to an individual child read aloud for the purpose of assessing his/her reading achievement				h) Plan and teach a guided reading lesson			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	72	88.9%	4449	88.5%	72	88.9%	4454	88.6%	72	88.9%	4456	88.7%	72	88.9%	4453	88.6%
1 = None	0	0.0%	30	0.7%	0	0.0%	12	0.3%	1	1.4%	57	1.3%	0	0.0%	73	1.6%
2 = Touched on it Briefly	3	4.2%	237	5.3%	0	0.0%	90	2.0%	2	2.8%	181	4.1%	3	4.2%	211	4.7%
3 = Spent Time Discussing or Doing	12	16.7%	823	18.5%	7	8.7%	591	13.3%	8	11.1%	696	15.6%	10	13.9%	689	15.5%
4 = Explored in Some Depth	19	26.4%	1933	34.5%	30	37.8%	1343	30.1%	26	36.1%	1436	32.2%	31	39.2%	1329	30.1%
5 = Extensive Opportunity	38	52.8%	1825	41.0%	45	52.5%	2420	54.3%	35	48.6%	2086	46.8%	38	52.8%	2141	48.1%
<b>Mean / SD</b>	<b>4.28</b>	<b>0.88</b>	<b>4.10</b>	<b>0.93</b>	<b>4.53</b>	<b>0.87</b>	<b>4.36</b>	<b>0.83</b>	<b>4.28</b>	<b>0.88</b>	<b>4.19</b>	<b>0.93</b>	<b>4.31</b>	<b>0.87</b>	<b>4.18</b>	<b>0.97</b>

	i) Learn to teach students to organize their ideas prior to writing				j) Use student reading assessment results to address student needs and improve your teaching				k) Practice what you learned about teaching reading in your field experiences			
	Program		Statewide		Program		Statewide		Program		Statewide	
	72	88.9%	4455	88.7%	72	88.9%	4452	88.6%	72	88.9%	4450	88.6%
1 = None	0	0.0%	57	1.3%	0	0.0%	29	0.7%	2	2.8%	32	0.7%
2 = Touched on it Briefly	5	6.9%	253	5.7%	3	4.2%	179	4.0%	1	1.4%	187	3.8%
3 = Spent Time Discussing or Doing	11	15.3%	812	18.2%	10	13.9%	745	16.7%	8	11.1%	681	15.3%
4 = Explored in Some Depth	25	34.7%	1467	32.9%	24	33.3%	1503	33.8%	14	19.4%	1351	30.4%
5 = Extensive Opportunity	31	43.1%	1866	41.9%	35	48.6%	1996	44.8%	47	65.3%	2219	49.9%
<b>Mean / SD</b>	<b>4.14</b>	<b>0.92</b>	<b>4.08</b>	<b>0.97</b>	<b>4.26</b>	<b>0.88</b>	<b>4.18</b>	<b>0.90</b>	<b>4.43</b>	<b>0.95</b>	<b>4.25</b>	<b>0.90</b>

	l) Study state standards for reading/language arts				m) Study, critique or adapt reading curriculum materials			
	Program		Statewide		Program		Statewide	
	72	88.9%	4450	88.6%	72	88.9%	4444	88.4%
1 = None	0	0.0%	28	0.6%	1	1.4%	90	2.0%
2 = Touched on it Briefly	2	2.8%	154	3.5%	3	4.2%	292	6.6%
3 = Spent Time Discussing or Doing	6	8.3%	621	14.2%	12	16.1%	832	18.7%
4 = Explored in Some Depth	23	31.9%	1401	31.5%	26	36.1%	1467	33.0%
5 = Extensive Opportunity	41	56.9%	2236	50.2%	29	40.3%	1763	39.7%
<b>Mean / SD</b>	<b>4.43</b>	<b>0.77</b>	<b>4.27</b>	<b>0.87</b>	<b>4.10</b>	<b>0.94</b>	<b>4.02</b>	<b>1.01</b>

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Content for Multiple Subjects: Mathematics

35. In your teacher preparation program, how much opportunity did you have to do each of the following?	a) Learn typical difficulties students have with place value				b) Learn typical difficulties students have with fractions				c) Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works				d) Prove that a solution is valid or that a method works for all similar cases			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
1 = None	7	9.7%	293	6.6%	14	19.4%	303	6.9%	10	14.1%	195	4.4%	9	12.7%	211	4.8%
2 = Touched on it Briefly	11	15.3%	529	11.9%	12	16.7%	570	13.0%	13	18.3%	404	9.1%	11	15.9%	442	10.0%
3 = Spent Time Discussing or Doing	16	22.2%	989	21.9%	17	23.6%	936	21.3%	14	19.7%	876	19.8%	14	19.7%	935	21.1%
4 = Explored in Some Depth	19	26.4%	1302	29.4%	13	18.1%	1207	27.5%	13	18.3%	1318	29.8%	22	31.0%	1389	31.4%
5 = Extensive Opportunity	19	26.4%	1337	30.2%	16	22.2%	1377	31.3%	21	29.0%	1634	36.9%	15	21.1%	1451	32.8%
<b>Mean / SD</b>	<b>3.44</b>	<b>1.30</b>	<b>3.65</b>	<b>1.21</b>	<b>3.07</b>	<b>1.43</b>	<b>3.63</b>	<b>1.24</b>	<b>3.31</b>	<b>1.43</b>	<b>3.86</b>	<b>1.14</b>	<b>3.32</b>	<b>1.32</b>	<b>3.77</b>	<b>1.15</b>

	e) Study, critique, or adapt math curriculum materials				f) Learn how to facilitate math learning for students in small groups				g) Adapt math lessons for students with diverse needs and learning styles			
	Program		Statewide		Program		Statewide		Program		Statewide	
1 = None	5	7.0%	146	3.3%	8	11.3%	122	2.7%	5	7.0%	94	1.9%
2 = Touched on it Briefly	11	15.5%	399	8.3%	4	5.6%	334	7.5%	6	8.5%	337	7.6%
3 = Spent Time Discussing or Doing	16	22.5%	922	20.8%	14	19.7%	840	18.9%	16	22.5%	807	18.2%
4 = Explored in Some Depth	20	28.2%	1343	30.3%	19	26.8%	1331	30.0%	16	22.5%	1342	30.2%
5 = Extensive Opportunity	19	26.8%	1655	37.3%	26	36.6%	1815	40.9%	28	39.4%	1669	42.1%
<b>Mean / SD</b>	<b>3.52</b>	<b>1.24</b>	<b>3.90</b>	<b>1.10</b>	<b>3.72</b>	<b>1.32</b>	<b>3.99</b>	<b>1.07</b>	<b>3.79</b>	<b>1.25</b>	<b>4.03</b>	<b>1.04</b>

	h) Practice what you learned about teaching math in your field experience				i) Study national or state standards for mathematics				j) Review local district mathematics curriculum			
	Program		Statewide		Program		Statewide		Program		Statewide	
1 = None	3	4.2%	88	2.0%	2	2.8%	69	1.5%	9	12.7%	313	7.1%
2 = Touched on it Briefly	6	8.5%	229	5.2%	10	14.1%	273	6.1%	8	11.3%	495	11.2%
3 = Spent Time Discussing or Doing	14	19.7%	723	16.3%	12	16.9%	724	16.3%	8	11.3%	807	18.2%
4 = Explored in Some Depth	16	19.7%	1265	28.6%	17	23.9%	1374	30.9%	21	29.6%	1205	27.3%
5 = Extensive Opportunity	34	47.9%	2125	48.0%	30	42.3%	2001	45.1%	25	35.2%	1602	36.2%
<b>Mean / SD</b>	<b>3.99</b>	<b>1.19</b>	<b>4.15</b>	<b>1.00</b>	<b>3.89</b>	<b>1.19</b>	<b>4.12</b>	<b>0.99</b>	<b>3.63</b>	<b>1.40</b>	<b>3.74</b>	<b>1.25</b>

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General				
36. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?				
		Program	Statewide	
		71	87.7%	4396
				87.5%
1 = Not at all effective		1	1.4%	26
				0.5%
2 = Somewhat effective		3	4.2%	380
				8.6%
3 = Effective		23	32.4%	1551
				35.3%
4 = Very effective		44	62.0%	2427
				55.4%
		<b>Mean : SD</b>	<b>3.55</b>	<b>0.65</b>
			<b>3.46</b>	<b>0.68</b>

Demographics		
* Demographic numbers below 10 are not shown. If only one category is below 10, then the next highest number is also hidden.		
37. Are you Hispanic or Latino?		
	Program	Statewide
	70	4413
		87.9%
No, not Hispanic or Latino	33	3052
		69.4%
Yes, Hispanic or Latino	37	1353
		30.6%

38. What is your race? Mark all that apply				
		Program	Statewide	
		59	71.8%	3190
				75.6%
American Indian or Alaska Native		*		167
				3.3%
Chinese		*		143
				2.8%
Japanese		*		92
				1.8%
Korean		*		77
				1.5%
Vietnamese		*		49
				1.0%
Asian Indian		*		41
				0.8%
Laotian		*		6
				0.1%
Cambodian		*		14
				0.3%
Filipino		*		153
				3.0%
Hmong		*		20
				0.4%
Other Asian		*		47
				0.9%
Black or African American		*		158
				3.1%
Hawaiian		*		14
				0.3%
Guamanian		*		5
				0.1%
Samoan		*		6
				0.1%
Tahitian		*		1
				0.0%
Other Pacific Islander		*		28
				0.5%
White		56	69.1%	3179
				63.3%

39. What is your gender?		
	Program	Statewide
	70	4427
		88.1%
Female	82	3835
		86.6%
Male	*	534
		12.1%
Decline to state	*	58
		1.3%

	Number of Program Completers Asked to Participate in Survey	# and % of Respondents
<b>Program:</b>	82	81 99.8 %
<b>Statewide:</b>	5172	5025 97.2 %

\* Respondents are those program completers who answered a minimum of 1 non-demographic question.

# Standard 4.2c CTC Program Completer Survey: Single Subject Credential

## Preliminary Single Subject Credential Program Completer Survey – 2018

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#### Engaging and Supporting All Students in Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	1. Use knowledge of students' strengths and prior experiences to engage them in learning		2. Connect classroom learning to the real world		3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking			
	Program	Statewide	Program	Statewide	Program	Statewide		
62	100.0%	4116	98.4%	62	100.0%	4116	98.4%	
1 = Not at all	0	0.0%	12	0.3%	0	0.0%	16	0.4%
2 = Poorly	2	3.2%	73	1.8%	4	6.5%	120	2.9%
3 = Adequately	11	17.7%	594	14.4%	9	14.5%	651	15.8%
4 = Well	21	33.9%	1342	32.6%	20	32.3%	1323	32.2%
5 = Very well	28	45.2%	2095	50.9%	29	46.8%	2005	48.7%
<b>Mean / SD</b>	<b>4.21</b>	<b>0.83</b>	<b>4.32</b>	<b>0.80</b>	<b>4.19</b>	<b>0.92</b>	<b>4.26</b>	<b>0.85</b>

	4. Meet the instructional needs of English learners		5. Identify and address special learning needs with appropriate teaching strategies					
	Program	Statewide	Program	Statewide				
62	100.0%	4099	98.0%	62	100.0%	4109	98.2%	
1 = Not at all	0	0.0%	10	0.2%	0	0.0%	20	0.5%
2 = Poorly	2	3.2%	117	2.9%	3	4.8%	145	3.5%
3 = Adequately	11	17.7%	798	19.2%	9	14.5%	742	18.1%
4 = Well	17	27.4%	1376	33.8%	24	38.7%	1440	35.0%
5 = Very well	32	51.6%	1808	44.1%	26	41.9%	1762	42.9%
<b>Mean / SD</b>	<b>4.27</b>	<b>0.87</b>	<b>4.18</b>	<b>0.86</b>	<b>4.18</b>	<b>0.86</b>	<b>4.16</b>	<b>0.88</b>

#### Creating and Maintaining Effective Environments for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	6. Engage students in cooperative group work as well as independent learning		7. Establish and maintain a safe and respectful learning environment for all students		8. Create a productive learning environment with high expectations for all students			
	Program	Statewide	Program	Statewide	Program	Statewide		
62	100.0%	4087	97.9%	62	100.0%	4100	98.0%	
1 = Not at all	0	0.0%	15	0.4%	0	0.0%	20	0.5%
2 = Poorly	2	3.2%	66	1.6%	1	1.6%	64	1.6%
3 = Adequately	5	8.1%	422	10.7%	8	13.1%	439	10.7%
4 = Well	19	30.6%	1303	31.8%	11	17.7%	1163	28.3%
5 = Very well	36	58.1%	2191	53.5%	42	67.7%	2432	59.3%
<b>Mean / SD</b>	<b>4.44</b>	<b>0.78</b>	<b>4.36</b>	<b>0.79</b>	<b>4.52</b>	<b>0.78</b>	<b>4.45</b>	<b>0.78</b>

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Understanding and Organizing Subject Matter for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?	9. Develop curriculum to teach content standards effectively				10. Use effective instructional strategies to teach specific subject matter and skills				11. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students			
	Program		Statewide		Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	26	0.7%	1	1.7%	22	0.6%	1	1.7%	15	0.4%
2 = Poorly	4	6.8%	121	3.1%	2	3.4%	103	2.6%	1	1.7%	109	2.8%
3 = Adequately	14	23.7%	677	17.2%	13	22.0%	364	9.3%	15	25.4%	645	16.4%
4 = Well	15	25.4%	1343	34.1%	15	25.4%	1310	33.2%	17	28.8%	1346	34.3%
5 = Very well	26	44.1%	1775	45.0%	26	47.5%	1945	49.3%	25	42.4%	1811	45.1%
<b>Mean : SD</b>	<b>4.07</b>	<b>0.90</b>	<b>4.20</b>	<b>0.87</b>	<b>4.14</b>	<b>0.99</b>	<b>4.28</b>	<b>0.84</b>	<b>4.08</b>	<b>0.95</b>	<b>4.23</b>	<b>0.85</b>

Planning Instruction and Designing Learning Experiences for All Students

How well did your teacher preparation program prepare you to do each of the following as a teacher?	12. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development				13. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students			
	Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	14	0.4%	0	0.0%	7	0.2%
2 = Poorly	2	3.4%	81	2.1%	2	3.4%	81	2.1%
3 = Adequately	10	16.9%	596	15.1%	11	18.6%	560	14.2%
4 = Well	20	33.9%	1358	34.5%	20	33.9%	1377	35.0%
5 = Very well	27	45.8%	1889	48.0%	26	44.1%	1914	48.6%
<b>Mean : SD</b>	<b>4.22</b>	<b>0.85</b>	<b>4.30</b>	<b>0.82</b>	<b>4.19</b>	<b>0.86</b>	<b>4.30</b>	<b>0.80</b>

Assessing Students for Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?	14. Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction				15. Involve all students in self-assessment, goal setting, and monitoring progress				16. Give productive feedback to students to guide their learning			
	Program		Statewide		Program		Statewide		Program		Statewide	
	n	%	n	%	n	%	n	%	n	%	n	%
1 = Not at all	0	0.0%	17	0.4%	1	1.7%	33	0.8%	0	0.0%	21	0.5%
2 = Poorly	4	6.8%	139	3.5%	5	8.3%	161	4.1%	5	8.5%	104	2.6%
3 = Adequately	12	20.3%	696	17.7%	10	16.9%	763	19.4%	12	20.3%	627	15.9%
4 = Well	21	35.6%	1368	34.7%	20	33.9%	1324	33.6%	18	30.5%	1303	33.1%
5 = Very well	22	37.3%	1717	43.6%	23	39.0%	1654	42.0%	24	40.7%	1879	47.8%
<b>Mean : SD</b>	<b>4.03</b>	<b>0.93</b>	<b>4.38</b>	<b>0.87</b>	<b>4.00</b>	<b>1.03</b>	<b>4.12</b>	<b>0.92</b>	<b>4.03</b>	<b>0.98</b>	<b>4.23</b>	<b>0.85</b>

Preliminary Single Subject Credential Program Completer Survey – 2018

UNIVERSITY OF LA VERNE

Developing as a Professional Educator

How well did your teacher preparation program prepare you to do each of the following as a teacher?	17. Evaluate the effects of your actions on student learning and modify plans accordingly		18. Work with families to better understand students and to support their learning		19. Work with colleagues to improve instruction	
	Program	Statewide	Program	Statewide	Program	Statewide
	57 91.9%	3881 92.8%	57 91.9%	3874 92.6%	57 91.9%	3877 92.7%
1 = Not at all	0 0.0%	17 0.4%	1 1.8%	77 2.0%	3 5.3%	39 1.0%
2 = Poorly	4 7.0%	83 2.1%	5 8.8%	151 3.5%	4 7.0%	110 2.8%
3 = Adequately	11 19.3%	601 15.9%	10 17.5%	1025 26.5%	7 12.7%	666 17.2%
4 = Well	14 24.6%	1405 36.2%	22 38.6%	1258 32.5%	19 33.3%	1252 32.3%
5 = Very well	38 65.1%	1775 45.7%	19 33.3%	1263 32.6%	24 42.1%	1800 46.4%
<b>Mean / SD</b>	<b>4.16 / 0.98</b>	<b>4.25 / 0.82</b>	<b>3.93 / 1.02</b>	<b>3.87 / 1.01</b>	<b>4.00 / 1.15</b>	<b>4.20 / 0.90</b>

Content for Single Subjects

How well did your teacher preparation program prepare you to do each of the following as a teacher?	20. Teach my content area according to California academic content standards in my grade(s)		21. Contribute to students' reading skills including comprehension in my subject area		22. Enable students to acquire subject matter skills that contribute to future success in life, college, and career		23. Anticipate and address the needs of students who are at risk of dropping out	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
	57 91.9%	3885 92.9%	57 91.9%	3874 92.6%	57 91.9%	3880 92.7%	57 91.9%	3870 92.5%
1 = Not at all	2 3.5%	37 1.0%	2 3.5%	31 0.8%	1 1.8%	28 0.7%	3 5.3%	127 3.3%
2 = Poorly	4 7.0%	117 3.0%	2 3.5%	131 3.4%	1 1.8%	94 2.4%	9 15.6%	318 8.2%
3 = Adequately	10 17.5%	579 14.9%	8 14.0%	708 18.3%	16 28.1%	667 17.2%	10 17.9%	950 24.5%
4 = Well	19 33.3%	1230 31.4%	19 33.3%	1303 33.6%	14 24.6%	1325 34.1%	16 28.1%	1174 30.3%
5 = Very well	22 38.6%	1932 49.7%	26 45.6%	1701 43.9%	25 43.9%	1766 45.5%	19 33.3%	1301 33.6%
<b>Mean / SD</b>	<b>3.96 / 1.09</b>	<b>4.26 / 0.89</b>	<b>4.14 / 1.03</b>	<b>4.16 / 0.90</b>	<b>4.07 / 0.98</b>	<b>4.21 / 0.86</b>	<b>3.68 / 1.24</b>	<b>3.83 / 1.08</b>

Field Experiences

24. Which of the following best describes the kind of clinical experience you had during your preparation (check all that apply):	Program	Statewide
Student teaching with a cooperating teacher	57 91.9%	3940 94.2%
Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential	42 67.7%	2928 70.0%
Teaching on an emergency credential [PIP/ STP] while taking courses for my credential	16 25.8%	1000 23.9%
Teaching on an emergency credential [PIP/ STP] while taking courses for my credential	12 19.4%	394 7.0%

**Preliminary Single Subject Credential Program Completer Survey – 2018**

**UNIVERSITY OF LA VERNE**

25. How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?

	Program		Statewide	
	57	91.9%	3926	93.9%
1 = Less than once per month	1	1.8%	134	3.4%
2 = Once per month	1	1.8%	420	10.7%
3 = Twice per month	13	22.8%	822	20.9%
4 = Once per week	21	36.9%	1290	32.9%
5 = 2-3 times per week	18	31.6%	999	25.4%
6 = Daily	3	5.3%	261	6.6%
<b>Mean / SD</b>	<b>4.11</b>	<b>0.99</b>	<b>3.96</b>	<b>1.20</b>

26. How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?

	Program		Statewide	
	57	91.9%	3918	93.6%
1 = Once or twice	2	3.5%	64	1.6%
2 = 3-5 times	2	3.5%	622	15.9%
3 = 6-10 times	17	29.8%	1843	47.0%
4 = 11-15 times	19	33.3%	728	18.6%
5 = 16-20 times	9	15.8%	348	8.9%
6 = More than 20 times	8	14.0%	313	8.0%
<b>Mean / SD</b>	<b>3.96</b>	<b>1.22</b>	<b>3.41</b>	<b>1.15</b>

27. My field experiences helped me integrate and apply the major ideas developed through program coursework.

	Program		Statewide	
	57	91.9%	3922	93.7%
1 = Strongly Disagree	1	1.8%	41	1.0%
2 = Disagree	0	0.0%	52	1.3%
3 = Neutral	7	12.3%	287	7.3%
4 = Agree	20	35.1%	1521	38.8%
5 = Strongly Agree	29	50.9%	2021	51.5%
<b>Mean / SD</b>	<b>4.33</b>	<b>0.83</b>	<b>4.38</b>	<b>0.77</b>

28. My cooperating teacher(s) (select all that apply):

	Program		Statewide	
	57	91.9%	3700	90.6%
Frequently observed my teaching and met with me to offer feedback	51	82.3%	3169	75.7%
Was an excellent educator and a valuable role model	51	82.3%	3077	73.5%
Modeled effective practices	46	74.2%	3022	72.2%
Helped me plan and organize curriculum materials	46	74.2%	2872	68.6%
Offered useful strategies and advice about my teaching	53	85.5%	3259	80.3%
Helped me reflect on my practice	52	83.9%	3222	77.0%
Helped me to solve teaching problems	30	49.0%	3102	74.1%
Was knowledgeable about and able to provide support for field-based assignments	49	79.0%	3015	72.1%

29. Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?

	Program		Statewide	
	57	91.9%	3898	93.2%
1 = Less than 100 hours	3	5.4%	53	1.3%
2 = 100 - 299 hours	4	6.5%	323	10.6%
3 = 300 - 599 hours	18	36.3%	925	30.6%
4 = 600 - 799 hours	15	31.9%	948	31.2%
5 = 800 hours or more	7	14.9%	763	25.5%
This question does not apply to me because I did not do any student teaching. ==	10	-	863	-
<b>Mean / SD</b>	<b>3.40</b>	<b>1.06</b>	<b>3.69</b>	<b>1.03</b>

Preliminary Single Subject Credential Program Completer Survey – 2018

UNIVERSITY OF LA VERNE

30. Approximately how much time did you spend in an **internship placement** as teacher of record as part of your fieldwork?

	Program		Statewide	
	57	91.9%	2453	58.6%
1 = Less than 100 hours	0	0.0%	15	1.3%
2 = 100 - 299 hours	5	20.8%	109	9.3%
3 = 300 - 599 hours	4	15.7%	160	13.7%
4 = 600 - 799 hours	1	4.2%	178	15.3%
5 = 800 hours or more	14	38.3%	705	60.4%
Does not apply/I was not in an internship **	23	-	1286	-
<b>Mean / SD</b>	<b>4.00</b>	<b>1.29</b>	<b>4.24</b>	<b>1.08</b>

31. If you served in an **internship placement**, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?

	Program		Statewide	
	57	91.9%	2449	58.5%
1 = Once or twice	1	4.5%	67	6.1%
2 = 3-5 times	3	13.6%	147	13.4%
3 = 6-10 times	3	13.6%	304	27.8%
4 = 11-15 times	4	18.2%	209	19.1%
5 = 16-20 times	2	9.1%	142	13.0%
6 = More than 20 times	9	40.9%	225	20.6%
Does not apply/I was not in an internship**	25	-	1255	-
<b>Mean / SD</b>	<b>4.36</b>	<b>1.68</b>	<b>3.81</b>	<b>1.51</b>

32. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

	Program		Statewide	
	57	91.9%	3016	91.2%
1 = Not at all effective	0	0.0%	39	1.0%
2 = Somewhat effective	9	15.8%	374	9.5%
3 = Effective	17	29.8%	1404	36.8%
4 = Very effective	31	54.4%	1999	52.4%
<b>Mean / SD</b>	<b>3.39</b>	<b>0.75</b>	<b>3.41</b>	<b>0.71</b>

Demographics

33. Are you Hispanic or Latino?

	Program	Statewide
No, not Hispanic or Latino	56	90.3%
Yes, Hispanic or Latino	22	36.3%



**Preliminary Single Subject Credential Program Completer Survey – 2018**

**UNIVERSITY OF LA VERNE**

34. What is your race? Mark all that apply

	<b>Program</b>	<b>Statewide</b>
	45 / 72.6%	3284 / 78.5%
American Indian or Alaska Native	"	173 / 4.3%
Chinese	"	146 / 3.5%
Japanese	"	72 / 1.7%
Korean	"	72 / 1.7%
Vietnamese	"	75 / 1.8%
Asian Indian	"	27 / 0.9%
Laotian	"	4 / 0.1%
Cambodian	"	13 / 0.3%
Filipino	"	116 / 2.8%
Hmong	"	15 / 0.4%
Other Asian	"	56 / 1.3%
Black or African American	"	190 / 4.5%
Hawaiian	"	18 / 0.4%
Guamanian	"	8 / 0.2%
Samoa	"	8 / 0.2%
Taiwan	"	2 / 0.0%
Other Pacific Islander	"	16 / 0.4%
White	41 / 88.1%	2092 / 64.3%

35. What is your gender?

	<b>Program</b>	<b>Statewide</b>
	36 / 90.3%	3847 / 91.9%
Female	31 / 55.4%	1122 / 59.2%
Male	"	1649 / 42.9%
Decline to state	"	76 / 2.0%

	<b>Number of Program Completers Advised to Participate in Survey</b>	<b># and % of Respondents</b>	
<b>Program:</b>	63	62 / 98.4 %	<i>Responses are those program completers who answered a minimum of 2 non-demographic questions.</i>
<b>Statewide:</b>	4275	4184 / 97.9 %	

# Standard 4.2d CTC Program Completer Survey: Preliminary Educational Specialist Credential

## Preliminary Educational Specialist Credential Program Completer Survey - 2018

UNIVERSITY OF LA VERNE

### Engaging and Supporting All Students in Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	1. Use knowledge of students' strengths and prior experiences to engage them in learning		2. Connect classroom learning to the real world		3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking							
	Program	Statewide	Program	Statewide	Program	Statewide						
24	100.0%	1956	98.0%	24	100.0%	1953	97.9%	24	100.0%	1953	97.4%	
1 = Not at all	0	0.0%	2	0.1%	0	0.0%	6	0.3%	0	0.0%	7	0.4%
2 = Poorly	0	0.0%	18	0.9%	0	0.0%	40	2.0%	1	4.2%	49	2.5%
3 = Adequately	2	8.3%	247	12.6%	4	16.7%	285	14.5%	2	8.3%	298	15.2%
4 = Well	8	33.3%	614	31.2%	9	37.5%	626	31.9%	10	41.7%	638	32.7%
5 = Very well	14	58.3%	1095	55.2%	11	45.8%	1050	51.1%	11	45.8%	960	49.2%
<b>Mean / SD</b>	<b>4.50</b>	<b>0.66</b>	<b>4.40</b>	<b>0.75</b>	<b>4.29</b>	<b>0.75</b>	<b>4.32</b>	<b>0.82</b>	<b>4.29</b>	<b>0.81</b>	<b>4.28</b>	<b>0.84</b>

	4. Meet the instructional needs of English learners		5. Identify and address special learning needs with appropriate teaching strategies					
	Program	Statewide	Program	Statewide				
24	100.0%	1952	97.3%	24	100.0%	1957	97.6%	
1 = Not at all	0	0.0%	5	0.3%	0	0.0%	4	0.2%
2 = Poorly	0	0.0%	52	2.7%	0	0.0%	24	1.2%
3 = Adequately	6	25.0%	351	18.0%	2	8.3%	203	10.4%
4 = Well	8	33.3%	640	32.8%	7	29.2%	360	18.6%
5 = Very well	10	41.7%	904	46.3%	15	62.5%	1166	59.6%
<b>Mean / SD</b>	<b>4.17</b>	<b>0.82</b>	<b>4.22</b>	<b>0.85</b>	<b>4.54</b>	<b>0.66</b>	<b>4.46</b>	<b>0.74</b>

### Creating and Maintaining Effective Environments for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	6. Engage students in cooperative group work as well as independent learning		7. Establish and maintain a safe and respectful learning environment for all students		8. Create a productive learning environment with high expectations for all students		9. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level					
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide				
24	100.0%	1953	97.4%	24	100.0%	1945	97.0%	24	100.0%	1943	96.9%	
1 = Not at all	0	0.0%	4	0.2%	0	0.0%	3	0.2%	0	0.0%	5	0.3%
2 = Poorly	1	4.2%	31	1.6%	0	0.0%	19	1.0%	1	4.2%	44	2.3%
3 = Adequately	1	4.2%	260	13.3%	0	0.0%	194	9.9%	2	8.3%	205	10.5%
4 = Well	10	41.7%	656	33.6%	10	41.7%	551	28.2%	10	41.7%	607	31.2%
5 = Very well	12	50.0%	1002	51.3%	14	58.3%	1168	60.8%	12	50.0%	1105	56.8%
<b>Mean / SD</b>	<b>4.38</b>	<b>0.77</b>	<b>4.34</b>	<b>0.78</b>	<b>4.58</b>	<b>0.50</b>	<b>4.49</b>	<b>0.72</b>	<b>4.42</b>	<b>0.65</b>	<b>4.43</b>	<b>0.74</b>

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\*\* Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

Date: 1/30/2019

Preliminary Educational Specialist Credential Program Completer Survey - 2018

UNIVERSITY OF LA VERNE

Understanding and Organizing Subject Matter for Student Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	10. Develop curriculum to teach content standards effectively		11. Use effective instructional strategies to teach specific subject matter and skills		12. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students		13. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
1 = Not at all	0 0.0%	13 0.7%	0 0.0%	5 0.3%	0 0.0%	2 0.1%	0 0.0%	10 0.6%
2 = Poorly	3 17.6%	36 3.1%	1 5.9%	30 1.7%	1 5.9%	37 2.1%	0 0.0%	43 2.9%
3 = Adequately	4 23.5%	325 18.2%	3 17.6%	277 15.4%	2 11.8%	258 14.4%	3 17.6%	261 14.6%
4 = Well	2 11.8%	626 35.0%	3 17.6%	623 34.7%	4 23.5%	603 33.6%	4 23.5%	651 36.4%
5 = Very well	8 47.1%	769 43.0%	10 58.8%	859 47.9%	10 58.8%	892 49.8%	10 58.8%	821 45.9%
<b>Mean / SD</b>	<b>3.00 / 1.22</b>	<b>4.16 / 0.88</b>	<b>4.29 / 0.99</b>	<b>4.28 / 0.80</b>	<b>4.35 / 0.93</b>	<b>4.31 / 0.80</b>	<b>4.41 / 0.80</b>	<b>4.23 / 0.83</b>

Planning Instruction and Designing Learning Experiences for All Students

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	14. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development		15. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students		16. Develop IFSP/IEP goals and objectives that are measurable and obtainable	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = Not at all	0 0.0%	5 0.3%	0 0.0%	5 0.3%	0 0.0%	6 0.3%
2 = Poorly	0 0.0%	30 1.7%	1 5.9%	30 1.7%	1 5.9%	54 3.0%
3 = Adequately	2 11.8%	221 12.4%	3 17.6%	217 12.1%	2 11.8%	271 15.2%
4 = Well	4 23.5%	617 34.5%	3 17.6%	617 34.5%	4 23.5%	581 32.9%
5 = Very well	11 64.7%	915 51.2%	10 58.8%	920 51.4%	10 58.8%	874 48.9%
<b>Mean / SD</b>	<b>4.53 / 0.72</b>	<b>4.35 / 0.78</b>	<b>4.29 / 0.99</b>	<b>4.35 / 0.78</b>	<b>4.35 / 0.93</b>	<b>4.27 / 0.85</b>

	17. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information		18. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment	
	Program	Statewide	Program	Statewide
1 = Not at all	0 0.0%	7 0.4%	0 0.0%	4 0.2%
2 = Poorly	2 11.8%	55 3.1%	0 0.0%	16 1.9%
3 = Adequately	0 0.0%	273 15.3%	2 11.8%	203 11.4%
4 = Well	4 23.5%	616 34.6%	3 17.6%	591 33.2%
5 = Very well	11 64.7%	818 46.5%	12 70.6%	957 53.7%
<b>Mean / SD</b>	<b>4.41 / 1.00</b>	<b>4.24 / 0.85</b>	<b>4.99 / 0.71</b>	<b>4.38 / 0.76</b>

Preliminary Educational Specialist Credential Program Completer Survey - 2018

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Assessing Students for Learning

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	19. Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction				20. Involve all students in self-assessment, goal setting, and monitoring progress				21. Give productive feedback to students to guide their learning			
	Program		Statewide		Program		Statewide		Program		Statewide	
1 = Not at all	0	0.0%	2	0.1%	0	0.0%	6	0.4%	0	0.0%	5	0.3%
2 = Poorly	0	0.0%	33	1.9%	0	0.0%	48	2.8%	0	0.0%	31	1.8%
3 = Adequately	3	18.8%	235	13.6%	1	6.3%	284	16.6%	3	18.8%	253	14.7%
4 = Well	3	18.8%	653	35.4%	6	37.5%	632	37.0%	3	18.8%	608	35.4%
5 = Very well	10	62.5%	849	49.0%	9	56.3%	738	43.2%	10	62.5%	822	47.8%
<b>Mean : SD</b>	<b>4.44</b>	<b>0.81</b>	<b>4.31</b>	<b>0.78</b>	<b>4.50</b>	<b>0.63</b>	<b>4.20</b>	<b>0.84</b>	<b>4.44</b>	<b>0.81</b>	<b>4.29</b>	<b>0.80</b>

	22. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment				23. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs			
	Program		Statewide		Program		Statewide	
1 = Not at all	0	0.0%	4	0.2%	0	0.0%	15	0.9%
2 = Poorly	0	0.0%	31	1.8%	1	6.3%	40	2.3%
3 = Adequately	2	12.5%	249	14.3%	3	18.8%	281	15.1%
4 = Well	4	25.0%	613	35.5%	2	12.5%	610	35.4%
5 = Very well	10	62.5%	832	48.2%	9	56.3%	799	46.3%
<b>Mean : SD</b>	<b>4.50</b>	<b>0.73</b>	<b>4.20</b>	<b>0.79</b>	<b>4.25</b>	<b>1.00</b>	<b>4.24</b>	<b>0.85</b>

Developing as a Professional Educator

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	24. Evaluate the effects of your actions on student learning and modify plans accordingly				25. Work with families to better understand students and to support their learning				26. Work with colleagues to improve instruction				27. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with mult or interdisciplinary team members			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
1 = Not at all	0	0.0%	5	0.3%	0	0.0%	8	0.5%	0	0.0%	7	0.4%	0	0.0%	9	0.5%
2 = Poorly	0	0.0%	21	1.2%	0	0.0%	41	2.4%	0	0.0%	38	2.2%	0	0.0%	34	2.0%
3 = Adequately	1	6.3%	233	13.3%	1	6.3%	281	16.3%	2	12.5%	233	13.3%	2	12.5%	232	13.4%
4 = Well	7	43.8%	625	36.1%	7	43.8%	616	35.7%	5	31.3%	598	34.1%	5	31.3%	606	35.1%
5 = Very well	8	50.0%	847	48.9%	8	50.0%	781	45.2%	9	56.3%	860	49.2%	9	56.3%	844	48.9%
<b>Mean : SD</b>	<b>4.44</b>	<b>0.63</b>	<b>4.32</b>	<b>0.77</b>	<b>4.44</b>	<b>0.63</b>	<b>4.23</b>	<b>0.84</b>	<b>4.44</b>	<b>0.73</b>	<b>4.31</b>	<b>0.81</b>	<b>4.44</b>	<b>0.73</b>	<b>4.20</b>	<b>0.81</b>

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Content

How well did your teacher preparation program prepare you to do each of the following as a teacher?

	28. Teach my content area(s) according to California academic content standards in my grade(s)		29. Contribute to students' reading skills including comprehension in my subject area		30. Enable students to acquire subject matter skills that contribute to future success in life, college, and career		31. Anticipate and address the needs of students who are at risk of dropping out	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
1 = Not at all	15 62.5%	1711 85.3%	0 0.0%	10 0.0%	0 0.0%	14 0.8%	0 0.0%	38 2.3%
2 = Poorly	2 13.2%	38 2.2%	0 0.0%	35 2.0%	1 6.7%	35 2.0%	3 20.0%	82 4.9%
3 = Adequately	2 13.2%	262 15.3%	4 25.0%	227 13.2%	1 6.7%	264 15.4%	0 0.0%	394 23.1%
4 = Well	4 24.7%	634 37.1%	2 12.5%	617 36.0%	2 20.0%	629 36.8%	4 26.7%	583 34.7%
5 = Very well	7 46.7%	780 44.4%	10 62.5%	826 48.2%	10 66.7%	768 44.9%	8 53.3%	623 37.1%
<b>Mean : SD</b>	<b>4.07 1.10</b>	<b>4.22 0.83</b>	<b>4.38 0.89</b>	<b>4.29 0.81</b>	<b>4.47 0.92</b>	<b>4.23 0.84</b>	<b>4.13 1.10</b>	<b>3.99 0.99</b>

Field Experiences

32. Which of the following best describes the kind of clinical experience you had during your preparation? (check all that apply):	Program	Statewide
Student teaching with a cooperating teacher	13 54.2%	1729 86.2%
Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential	4 16.7%	640 31.9%
Teaching on an emergency credential [PIP/STP] while taking courses for my credential	8 33.3%	1030 51.2%
Teaching on an emergency credential [PIP/STP] while taking courses for my credential	3 12.5%	257 12.8%

33. How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?

	Program	Statewide
1 = Less than once per month	0 0.0%	50 2.5%
2 = Once per month	1 7.7%	158 9.2%
3 = Twice per month	4 30.8%	378 21.5%
4 = Once per week	3 23.1%	545 31.6%
5 = 2-3 times per week	6 30.8%	484 28.1%
6 = Daily	1 7.7%	109 6.3%
<b>Mean : SD</b>	<b>4.00 1.15</b>	<b>3.92 1.17</b>

34. How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?

	Program	Statewide
1 = Once or twice	0 0.0%	66 3.8%
2 = 3-5 times	0 0.0%	438 25.5%
3 = 6-10 times	5 38.5%	336 22.4%
4 = 11-15 times	3 23.1%	287 16.7%
5 = 16-20 times	1 7.7%	184 10.7%
6 = More than 20 times	4 30.8%	188 10.8%
<b>Mean : SD</b>	<b>4.31 1.22</b>	<b>3.37 1.36</b>

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35. My field experiences helped me integrate and apply the major ideas developed through program coursework.

	Program		Statewide	
	n	%	n	%
1 = Strongly Disagree	0	0.0%	22	1.3%
2 = Disagree	0	0.0%	18	1.0%
3 = Neutral	2	15.4%	96	5.6%
4 = Agree	5	38.5%	689	40.0%
5 = Strongly Agree	6	46.2%	899	52.1%
<b>Mean : SD</b>	<b>4.31</b>	<b>0.75</b>	<b>4.41</b>	<b>0.75</b>

37. Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?

	Program		Statewide	
	n	%	n	%
1 = Less than 100 hours	1	14.3%	52	7.0%
2 = 100 - 299 hours	0	0.0%	116	15.7%
3 = 300 - 599 hours	1	14.3%	268	35.9%
4 = 600 - 799 hours	2	28.6%	143	19.3%
5 = 800 hours or more	3	42.9%	164	22.1%
This question does not apply to me because I did not do any student teaching. **	5	-	973	-
<b>Mean : SD</b>	<b>3.06</b>	<b>1.46</b>	<b>3.24</b>	<b>1.18</b>

39. If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?

	Program		Statewide	
	n	%	n	%
1 = Once or twice	0	0.0%	62	5.6%
2 = 3-5 times	0	0.0%	182	16.3%
3 = 6-10 times	3	30.0%	294	25.8%
4 = 11-15 times	2	20.0%	188	17.1%
5 = 16-20 times	1	10.0%	148	13.4%
6 = More than 20 times	4	40.0%	238	21.6%
Does not apply/I was not in an internship**	3	-	270	-
<b>Mean : SD</b>	<b>4.60</b>	<b>1.35</b>	<b>3.81</b>	<b>1.55</b>

36. My cooperating teacher(s) (select all that apply):

	Program		Statewide	
	n	%	n	%
Frequently observed my teaching and met with me to offer feedback	12	90.0%	1176	58.6%
Was an excellent educator and a valuable role model	10	41.7%	1227	61.2%
Modeled effective practices	8	33.3%	1129	56.2%
Helped me plan and organize curriculum materials	10	41.7%	1109	55.3%
Offered useful strategies and advice about my teaching	10	41.7%	1349	67.2%
Helped me reflect on my practice	10	41.7%	1270	63.2%
Helped me to solve teaching problems	10	41.7%	1238	61.8%
Was knowledgeable about and able to provide support for field-based assignments	10	41.7%	1283	64.0%

38. Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?

	Program		Statewide	
	n	%	n	%
1 = Less than 100 hours	0	0.0%	16	1.3%
2 = 100 - 299 hours	1	10.0%	54	4.9%
3 = 300 - 599 hours	1	10.0%	97	8.8%
4 = 600 - 799 hours	1	10.0%	123	11.2%
5 = 800 hours or more	7	70.0%	813	73.7%
Does not apply/I was not in an internship**	3	-	262	-
<b>Mean : SD</b>	<b>4.40</b>	<b>1.07</b>	<b>4.51</b>	<b>0.95</b>

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Content for Special Education: English Language Arts

In your teacher preparation program, how much opportunity did you have to do each of the following?

	40a) Learn ways to teach decoding skills		40b) Learn ways to build student interest and motivation to read		40c) Learn how to help students make predictions to improve comprehension		40d) Learn how to support older students in learning to read	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	12 50.0%	1500 74.8%	12 50.0%	1506 75.1%	12 50.0%	1502 74.9%	12 50.0%	1490 74.3%
2 = Touched on it Briefly	0 0.0%	46 2.1%	0 0.0%	20 1.3%	0 0.0%	28 1.9%	1 8.3%	70 4.7%
3 = Spent Time Discussing or Doing	1 8.3%	139 9.3%	1 8.3%	92 6.1%	1 8.3%	121 8.1%	4 33.3%	185 12.4%
4 = Explored in Some Depth	1 8.3%	234 22.3%	1 8.3%	311 20.7%	2 16.7%	336 22.4%	1 8.3%	357 24.0%
5 = Extensive Opportunity	5 41.7%	542 36.1%	4 33.3%	541 35.9%	4 33.3%	540 36.0%	2 16.7%	481 32.3%
<b>Mean : SD</b>	<b>4.17 0.94</b>	<b>3.79 1.06</b>	<b>4.25 0.97</b>	<b>3.99 0.96</b>	<b>4.08 1.00</b>	<b>3.98 1.01</b>	<b>3.33 1.50</b>	<b>3.64 1.14</b>

	40e) Learn ways to teach reading and writing to students at different stages or reading abilities		40f) Learn how to activate students' prior knowledge		40g) Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	12 50.0%	1497 74.6%	12 50.0%	1506 75.1%	12 50.0%	1492 74.4%
2 = Touched on it Briefly	0 0.0%	76 4.7%	0 0.0%	13 0.9%	0 0.0%	90 3.4%
3 = Spent Time Discussing or Doing	0 0.0%	98 6.5%	0 0.0%	55 3.7%	0 0.0%	79 5.3%
4 = Explored in Some Depth	3 25.0%	324 21.6%	2 16.7%	283 18.8%	0 0.0%	284 19.0%
5 = Extensive Opportunity	4 33.3%	496 33.1%	3 25.0%	499 33.1%	6 50.0%	464 31.2%
<b>Mean : SD</b>	<b>4.17 0.83</b>	<b>3.97 1.00</b>	<b>4.42 0.79</b>	<b>4.15 0.91</b>	<b>4.50 0.52</b>	<b>4.02 1.06</b>

	40h) Plan and teach a guided reading lesson		40i) Learn to teach students to organize their ideas prior to writing		40j) Use student reading assessment results to address student needs and improve your teaching	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	12 50.0%	1496 74.6%	12 50.0%	1492 74.4%	11 45.8%	1492 74.4%
2 = Touched on it Briefly	0 0.0%	39 2.6%	0 0.0%	40 2.7%	0 0.0%	30 2.0%
3 = Spent Time Discussing or Doing	1 8.3%	90 6.0%	2 16.7%	139 9.3%	0 0.0%	73 4.9%
4 = Explored in Some Depth	1 8.3%	286 19.1%	1 8.3%	322 21.6%	1 9.1%	265 17.8%
5 = Extensive Opportunity	4 33.3%	462 30.9%	4 33.3%	491 32.9%	5 45.5%	503 33.8%
<b>Mean : SD</b>	<b>4.25 0.97</b>	<b>4.02 1.04</b>	<b>4.00 1.13</b>	<b>3.95 1.07</b>	<b>4.36 0.67</b>	<b>4.06 0.98</b>

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	40k) Practice what you learned about teaching reading in your field experiences		40j) Study state standards for reading/language arts		40m) Study, critique or adapt reading curriculum materials	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	0 0.0%	40 2.7%	1 8.3%	28 1.9%	1 8.3%	46 3.1%
2 = Touched on it Briefly	0 0.0%	71 4.7%	1 8.3%	110 7.4%	1 8.3%	112 7.9%
3 = Spent Time Discussing or Doing	1 8.3%	260 17.3%	1 8.3%	282 18.9%	1 8.3%	301 20.1%
4 = Explored in Some Depth	5 41.7%	447 29.8%	2 16.7%	505 32.8%	3 25.0%	487 32.9%
5 = Extensive Opportunity	6 50.0%	681 45.4%	7 58.3%	571 38.2%	6 50.0%	553 36.9%
<b>Mean / SD</b>	<b>4.42 / 0.67</b>	<b>4.11 / 1.02</b>	<b>4.08 / 1.38</b>	<b>3.99 / 1.02</b>	<b>4.00 / 1.25</b>	<b>3.93 / 1.07</b>

Content for Special Education: Mathematics

In your teacher preparation program, how much opportunity did you have to do each of the following?

	41a) Learn typical difficulties students have with place value		41b) Learn typical difficulties students have with fractions		41c) Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works		41d) Prove that a solution is valid or that a method works for all similar cases	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	2 25.0%	162 11.1%	3 25.0%	180 12.3%	3 25.0%	152 10.4%	3 25.0%	163 11.1%
2 = Touched on it Briefly	2 16.7%	236 16.1%	2 16.7%	258 17.6%	3 25.0%	217 14.8%	2 16.7%	224 15.3%
3 = Spent Time Discussing or Doing	1 8.3%	332 22.7%	2 16.7%	327 22.4%	0 0.0%	317 21.7%	1 8.3%	348 23.8%
4 = Explored in Some Depth	2 16.7%	413 28.2%	1 8.3%	387 26.5%	2 16.7%	416 28.4%	2 16.7%	413 28.2%
5 = Extensive Opportunity	4 33.3%	321 21.9%	4 33.3%	310 21.3%	4 33.3%	362 24.7%	4 33.3%	316 21.8%
<b>Mean / SD</b>	<b>3.17 / 1.70</b>	<b>3.34 / 1.28</b>	<b>3.08 / 1.68</b>	<b>3.27 / 1.31</b>	<b>3.08 / 1.73</b>	<b>3.42 / 1.29</b>	<b>3.17 / 1.70</b>	<b>3.34 / 1.28</b>

	41e) Study, critique, or adapt math curriculum materials		41e) Study, critique, or adapt math curriculum materials		41g) Adapt math lessons for students with diverse needs and learning styles	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	3 25.0%	118 8.0%	3 25.0%	87 5.9%	3 25.0%	73 4.9%
2 = Touched on it Briefly	1 8.3%	175 11.8%	1 8.3%	176 11.9%	1 8.3%	142 9.6%
3 = Spent Time Discussing or Doing	1 8.3%	326 22.1%	1 8.3%	301 20.3%	0 0.0%	278 18.8%
4 = Explored in Some Depth	1 8.3%	433 29.3%	1 8.3%	407 27.5%	1 8.3%	434 29.4%
5 = Extensive Opportunity	6 50.0%	425 28.8%	6 50.0%	509 34.4%	7 58.3%	551 37.3%
<b>Mean / SD</b>	<b>3.50 / 1.78</b>	<b>3.59 / 1.24</b>	<b>3.50 / 1.78</b>	<b>3.73 / 1.22</b>	<b>3.67 / 1.83</b>	<b>3.94 / 1.17</b>



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	41a) Practice what you learned about teaching math in your field experience		41i) Study national or state standards for mathematics		41j) Review local district mathematics curriculum	
	Program	Statewide	Program	Statewide	Program	Statewide
1 = None	12 50.0%	1478 73.7%	12 50.0%	1474 73.5%	12 50.0%	1468 73.2%
2 = Touched on it Briefly	2 16.7%	86 5.8%	3 25.0%	90 6.1%	3 25.0%	173 11.8%
3 = Spent Time Discussing or Doing	1 8.3%	137 9.3%	0 0.0%	145 9.2%	1 8.3%	220 15.0%
4 = Explored in Some Depth	1 8.3%	294 19.9%	3 25.0%	342 23.2%	1 8.3%	311 21.2%
5 = Extensive Opportunity	1 8.3%	417 28.2%	1 8.3%	445 30.2%	3 25.0%	395 26.9%
	7 58.3%	844 56.9%	5 41.7%	452 30.7%	4 33.3%	369 25.1%
<b>Mean / SD</b>	<b>3.83 1.64</b>	<b>3.81 1.19</b>	<b>3.42 1.08</b>	<b>3.69 1.18</b>	<b>3.33 1.67</b>	<b>3.39 1.32</b>

General

42. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become an education specialist?

	Program	Statewide
	12 50.0%	1622 80.9%
1 = Not at all effective	0 0.0%	15 0.9%
2 = Somewhat effective	2 16.7%	154 9.5%
3 = Effective	4 33.3%	611 37.7%
4 = Very effective	6 50.0%	842 51.9%
<b>Mean / SD</b>	<b>3.33 0.78</b>	<b>3.41 0.70</b>

Demographics

43. Are you Hispanic or Latino?

	Program	Statewide
	12 50.0%	1629 81.2%
No, not Hispanic or Latino	*	1088 66.8%
Yes, Hispanic or Latino	*	541 33.2%

\* Demographic numbers below 10 are not shown. If only one category is below 10, then the next highest number is also hidden.

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44. What is your race? (Select all that apply)

	Program	Statewide
	11 45.8%	1425 71.0%
American Indian or Alaska Native	"	74 3.7%
Chinese	"	22 1.1%
Japanese	"	23 1.1%
Korean	"	15 0.7%
Vietnamese	"	15 0.7%
Asian Indian	"	12 0.6%
Laotian	"	5 0.2%
Cambodian	"	3 0.1%
Filipino	"	51 2.5%
Hmong	"	2 0.1%
Other Asian	"	19 0.9%
Black or African American	"	106 5.4%
Hawaiian	"	4 0.2%
Guamanian	"	6 0.3%
Samoan	"	2 0.1%
Tahitian	"	0 0.0%
Other Pacific Islander	"	9 0.4%
White	10 41.7%	1190 59.3%

\* Demographic numbers below 10 are not shown. If only one category is below 10, then the next highest number is also hidden.

45. What is your gender?

	Program	Statewide
	12 50.0%	1633 81.4%
Female	"	1237 74.8%
Male	"	372 22.8%
Decline to state	"	24 1.3%

	Number of Program Completers Asked to Participate in Survey	# and % of Respondents
<b>Program:</b>	24	24 100.0 %
<b>Statewide:</b>	2098	2006 95.6 %

*Respondents are those program completers who answered a minimum of 3 non-demographic questions.*

## Standard 5.1 CTC Program Completer Survey Results: Program Impact

CTC Administered Survey of Program completers (Initial credentials)

2017

36. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	0	0.0%	23	0.6%
2 = Somewhat effective	2	4.2%	233	6.8%
3 = Effective	19	39.6%	1227	34.6%
4 = Very effective	27	56.3%	2067	58.2%
<b>Mean : SD</b>	<b>3.52</b>	<b>0.58</b>	<b>3.50</b>	<b>0.65</b>

2018

36. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	1	1.4%	28	0.6%
2 = Somewhat effective	3	4.2%	380	8.6%
3 = Effective	23	32.4%	1551	35.3%
4 = Very effective	44	62.0%	2437	55.4%
<b>Mean : SD</b>	<b>3.55</b>	<b>0.65</b>	<b>3.46</b>	<b>0.68</b>

Multiple Subject

32. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

2017

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	0	0.0%	31	0.9%
2 = Somewhat effective	0	0.0%	288	8.6%
3 = Effective	17	34.0%	1204	35.9%
4 = Very effective	33	66.0%	1831	54.6%
<b>Mean : SD</b>	<b>3.66</b>	<b>0.48</b>	<b>3.44</b>	<b>0.69</b>

32. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

2018

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	0	0.0%	39	1.0%
2 = Somewhat effective	9	15.8%	374	9.8%
3 = Effective	17	29.8%	1404	36.8%
4 = Very effective	31	54.4%	1999	52.4%
<b>Mean : SD</b>	<b>3.39</b>	<b>0.75</b>	<b>3.41</b>	<b>0.71</b>

Single Subject

41. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become an education specialist?

2017

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	0	0.0%	11	0.7%
2 = Somewhat effective	1	6.3%	125	8.1%
3 = Effective	6	30.0%	613	39.9%
4 = Very effective	9	41.7%	904	54.4%
<b>Mean : SD</b>	<b>3.33</b>	<b>0.68</b>	<b>3.43</b>	<b>0.67</b>

41. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become an education specialist?

2018

	Program		Statewide	
	n	%	n	%
1 = Not at all effective	0	0.0%	15	0.9%
2 = Somewhat effective	2	16.7%	154	9.5%
3 = Effective	4	33.3%	611	37.7%
4 = Very effective	8	50.0%	842	51.9%
<b>Mean : SD</b>	<b>3.33</b>	<b>0.78</b>	<b>3.41</b>	<b>0.76</b>

Special Education (PreK-12)